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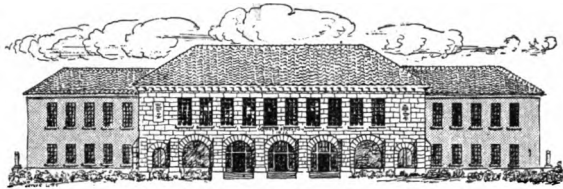
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# PROCEEDINGS

OF THE

EIGHTH ANNUAL MEETING

OF THE

# NORTH CENTRAL ASSOCIATION

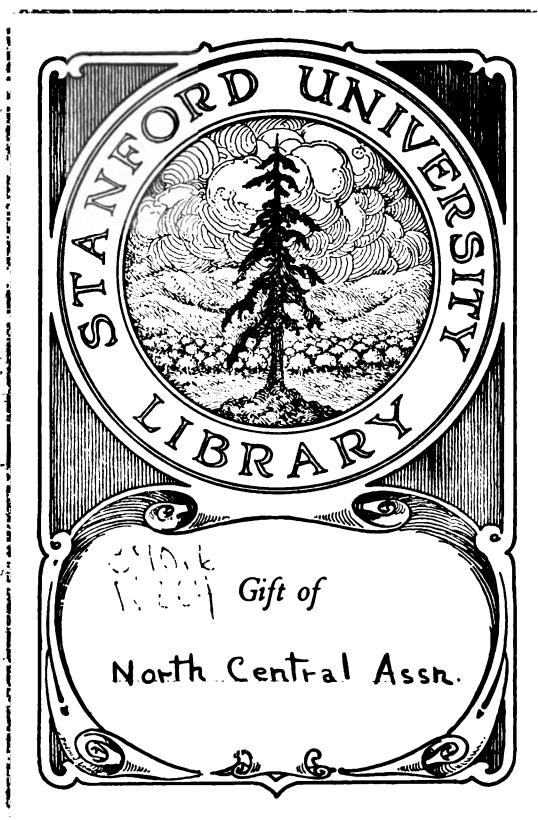
OF

COLLEGES AND SECONDARY SCHOOLS

*Held at  
Chicago, Illinois, April 3 and 4, 1903*

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ANN ARBOR  
PUBLISHED BY THE ASSOCIATION  
1903



PROCEEDINGS  
OF THE  
EIGHTH ANNUAL MEETING  
OF THE  
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EDITED BY  
JOSEPH VILLIERS DENNEY  
SECRETARY OF THE ASSOCIATION

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ANN ARBOR  
PUBLISHED BY THE ASSOCIATION  
1903

Copies of the Proceedings of the North Central Association of Colleges and Secondary Schools may be obtained by addressing the Treasurer of the Association, Mr. J. E. Armstrong, Englewood High School, Chicago. The price of single copies is twenty-five cents. The price of the complete set as far as published (nine numbers, including the report of the Preliminary Meeting for Organization) is \$1.75.

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The next meeting of the Association will be held in Chicago, Friday and Saturday, April 1 and 2, 1904.

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# **THE NORTH CENTRAL ASSOCIATION**

OF

## **COLLEGES AND SECONDARY SCHOOLS.**

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**Eighth Annual Meeting, Chicago, April 3 and 4, 1903.**

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The eighth annual meeting of the North Central Association of Colleges and Secondary Schools was held in Chicago, Friday and Saturday, April 3 and 4, 1903.

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### **FIRST SESSION, FRIDAY, APRIL 3, 1903.**

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The Association was called to order at 10:30 a. m. in the Banqueting Hall of the Auditorium Hotel by the President, Director George N. Carman, Lewis Institute, Chicago.

President Carman delivered the annual address, as follows:

### **THE OBJECT AND WORK OF THE ASSOCIATION.**

**BY DIRECTOR GEORGE N. CARMAN, LEWIS INSTITUTE.**

I shall take advantage of the opportunity of making the annual address of the president to review briefly the work of the Association and to consider some questions suggested by what has been done.



Article II of the constitution states that "The object of the Association shall be to establish closer relations between the colleges and secondary schools of the North Central States." Article III provides for such institutional and individual members "as may be nominated by the Executive Committee and elected by the Association," with the provision that "the representation of higher and secondary education be as nearly equal as practicable." At the preliminary meeting for organization it was resolved "That we recommend that the Executive Committee limit the membership of the Association to one hundred and fifty." The membership at present varies but slightly from what it was at the first annual meeting, and is as follows: Representatives of State Universities, 24; Universities other than State and Colleges, 27; Schools of Technology, 7. Total representatives of Colleges and Universities, 58. Representatives of Public High Schools, 40; Private Schools and Academies, 14; Normal Schools, 4. Total representatives of Secondary Schools, 58. Total membership, 116, equally divided between Colleges and Secondary Schools.

At the first annual meeting, held at the University of Chicago in 1896, topics under consideration were, "Systems of Admission to College," and "What Constitutes a College and What a Secondary School." A secondary school was defined by President Jesse as an institution with a four-year course of study devoted chiefly to Latin, Greek, French, German, English, history, algebra, geometry, and science. A college was defined as an institution (1) with requirements for admission equal to a four-year course in a secondary school, (2) with a four-year course of study embracing Latin, Greek, French, German, English, mathematics, history, political economy, philosophy, physics, chemistry, and biology, (3) with at least eight instructors who devote all of their time to college work, (4) with an income such as may be derived from

an endowment of not less than \$250,000. In determining what institutions may become members of the Association, the Executive Committee has followed in the main the definitions submitted by President Jesse.

At the second annual meeting, held at the Lewis Institute in 1897, so much interest was taken in the discussion of the "Fourth Resolution" that it was further discussed at the third meeting. You will recall the resolution, which ran as follows: "Resolved, That in every secondary school and in college as far as to the end of the Sophomore year, the study of language and the study of mathematics should be predominantly and continuously pursued; that the study of English, including grammar, rhetoric, and composition, should continue throughout every course; that two languages besides English should be studied, and that no other studies should be allowed to interfere with the pre-eminence of the studies here designated."

At the third annual meeting, Supt. Nightingale's substitute was adopted, which was as follows: "Resolved, That in both secondary schools and colleges, such courses of study should be provided as will offer to every student the best advantages, within reasonable limits, for the highest development of those talents with which he has been endowed, and that to this end studies should be arranged under the following heads, viz.: (1) languages; (2) mathematics; (3) natural and physical science; (4) history and literature; (5) civics and economics; further, that while students should, in general, be encouraged to maintain a reasonable balance between these, the courses should be so plastic as to permit alternative options, with a view to their adaptation to the individual capacities and purposes of students."

At the same meeting an unsuccessful attempt was made to determine upon certain constants for admission to college, and commissions were authorized to formulate

uniform entrance requirements in the various subjects of the secondary school curriculum. These commissions, however, were never appointed. The constitution of the Association was so amended at this meeting as to make "no college or university eligible to membership whose requirements for admission represent less than four years of secondary work" and "no secondary school eligible which does not have a four years' course of study."

The fourth annual meeting was chiefly devoted to a consideration of commercial and technical education. Two committees were appointed, one to report on commercial high schools and commercial courses in high schools and colleges, and the other on technical schools. These committees have thus far failed to report.

At the fifth meeting, held in St. Louis, a committee on College Admission Requirements reported in favor of a four years' curriculum for high schools that should include as constants (1) Two years' work in English, (2) Two years' work in mathematics, (3) One years' work in science, (4) One year's work in history, or six out of sixteen units, the other ten being elective.

The meeting of 1901 is notable for the appointment of the Commission on Accredited Schools, as an outcome of the discussion of the paper of Dean Forbes on "The Desirability of so Federating the North Central Colleges and Universities as to secure Essentially Uniform or at least Equivalent Entrance Requirements."

At last year's meeting in Cleveland the first Report of the Commission on Accredited Schools was presented to the Association and adopted, and Dr. Butler gave his address on "The Peril of the Small College," in which he presented the views on the shortening of the college course to two years, which were afterwards embodied in his first annual report as President of Columbia University.

In the light of the record that has been made, the

Association has certainly worked consistently towards the accomplishment of its object, the establishing of closer relations between the colleges and secondary schools. There may, however, be a difference of opinion as to whether as much has been done as might reasonably have been expected. The work of our Association has been compared with others of a similar character, especially that of the Middle States and Maryland, and attention has been called to the fact that our meetings are smaller although we cover a larger territory. I have already referred to the resolution, which was passed at the meeting for organization, recommending that the membership be limited to one hundred and fifty. I believe that the chief reasons for a relatively small membership are (1) the extent of our territory, (2) the belief that the Association should be a working rather than, or as well as, a talking body, and (3) that, if it is to be a body that is to do work, the membership should be largely constant, rather than shifting from year to year. It is apparent that there are not many representatives of the colleges and schools in states as far apart as Minnesota and Missouri, Colorado and Ohio, who can attend regularly the annual meetings of the Association. If then there is to be constant element, the membership cannot be large, and a larger attendance would mean an unduly large number of those who represent the locality in which the Association chances to hold its meetings.

A comparatively small body, if truly representative of the interests concerned, may act for a large territory and be more efficient than a larger body.

But is there anything to do but to talk? We have been reminded in this Association more than once that we have no authority to act for the states or institutions which we represent, for the state is the only authority in education. That there might be no misunderstanding,

the purely advisory character of our powers was set forth in Article IV of the Constitution.

There are, however, great possibilities in voluntary co-operation. Without going so far as Herbert Spencer, or the late Thomas Davidson, who would give the state no power in matters educational, but leave all to voluntary co-operation, I think most of us realize the advantage of our American system of leaving the control of education to the several states. This makes necessary and possible associations of educators, who represent territory larger than the states and whose actions are not without influence, even if they have not the force of legal enactment.

What has been done in the last decade in the way of voluntary co-operation of secondary schools and colleges is an indication of what may yet be accomplished. The Reports of the Committees of Ten and of Thirteen of the National Educational Association, the establishing of the College Examination Board and the Commission on Accredited Schools are achievements which pave the way for the general acceptance of such definitions and adjustments of courses of instruction in both school and college as will enable the institutions concerned to co-operate to their own advantage as well as to the advantage of their students, for whom state lines have very little significance.

The object of the Association, interpreted in the light of the amendments adopted in 1898 and the Report of the Commission on Accredited Schools adopted last year, is to establish closer relations between two classes of institutions. These two classes are, (1) colleges and universities whose requirements for admission represent not less than four years of secondary school work, and, (2) secondary schools which have a four years' curriculum consisting of fifteen unit courses of study, three of which must be in English and two in mathematics. Only such

institutions as conform to one or the other of these two types are at present eligible to membership in the Association.

We are committed to the elective principle in the secondary school. This is no longer a question for discussion in this Association. We have defined the secondary school as an institution which gives instruction, in advance of the elementary grades, in English and mathematics and such other subjects of study, technical and non-technical, as are suited to the aims and attainments of the students. This definition is a wide departure from that given by President Jesse at the first meeting of the Association.

It was significant that President Butler's recommendation as to shortening the college course was first made in an address before this Association, and that its subject was "The Peril of the Small College." I believe that nowhere is the small college in greater peril than in the North Central States, and the reasons for this peril appear nowhere more clearly than in the acts of this Association which I have briefly reviewed. A high school curriculum in which the only absolute requirements are English and mathematics may prepare its students for a university where there are professional and technical schools with varying requirements for admission, and yet furnish a very unsatisfactory preparation for an old-line college the resources of which necessarily limit it to a somewhat narrow range of subjects, the best preparation for which is a high school curriculum in which Latin, Greek, and mathematics are "predominantly and continuously" pursued. A student who has had a four-year course of study of almost any sort may easily be cared for in a large university, but he may be a puzzling problem to the small college.

This Association is, then, as it now stands, in the main, an association of high schools and universities.

In President Jesse's definitions of the secondary school and the college, the same subjects of study were pursued in both except that political economy and philosophy were added to the college curriculum, so that the work done in college was for the most part a continuation of what had been begun in the high school. The situation is now changed. The university work may be said to be based on, but it is not necessarily a continuation of the high school curriculum. It is possible that a six-year course of study in which the more advanced work is a continuation of what has gone before may, in some cases and for some purposes, be of as much value as an eight-year course, the two parts of which are not so well related.

But we have ruled out of the Association, colleges and technical schools which admit students whose preparation represents less than a four-year high school course. We have as yet, however, taken no action as to the length of the college course. A college which gives the bachelor's degree after three or even two years of residence may be in good standing in the Association, if its requirements for admission are a four-year high school course, whereas a college which gives the bachelor's degree only after four years of residence may not be a member of the Association if its requirements for admission are less than a four-year high school course. An arrangement is now commonly made in the Universities by which not more than two years of non-technical work are required for the bachelor's degree, the remainder of the requirement being technical or professional. As Dr. Butler has pointed out, this amounts to a subterfuge for reducing the length of what we think of as distinctively a college training to two years. The universities that in this way practically reduce the college course to two years may be members of the Association, but a college or technical school or large city high school that gives the bachelor's degree after a

six-year course, including the preparatory work, is ruled out.

The Association has determined the content and the constants of the high school curriculum. Are there any constants in what the bachelor's degree stands for? Is it not now in order for the Association to give some attention to the content and constants in the requirements for the bachelor's degree?

The confusion which grew out of the introduction of new subjects of study in the schools and colleges, with the multiplication of school curricula and college degrees, marked the transition from the old rigid requirement of Latin, Greek, and mathematics to the more elastic elective system of the present time. In a single school as many as ten or a dozen curricula were sometimes constructed by somewhat arbitrarily putting together all sorts of studies in the vain effort to meet what were supposed to be the demands of various occupations and the requirements of various colleges, technical schools, and universities, with their many and varying degrees. In this matter of curriculum making no two institutions agreed. Each high school principal and each college faculty acted quite independently, with results with which we are all familiar. But a reaction has now set in, which has already brought about a decided reduction in the number of college degrees, and if order is to come out of chaos, it will be by treating each study by itself, whether pursued in school or college or in both, so that some general agreement may be reached as to the content of particular courses of instruction, just what courses may be offered by any particular institution being determined by its location and resources. This makes a place for all kinds of schools, and provides for the sparsely settled country as well as for the large city. Schools and colleges will differ as to the subjects taught and the number of courses of instruction offered in any subject, but much may be



done, by a general agreement on definitions of particular courses and by inspection, to bring about a system of interchangeable units which may be accepted on their face value as current coin in the territory represented by the Association.

But the end has not yet come in the matter of the introduction of new subjects of study. The first report of the Commission on Accredited Schools has no definitions of courses that are distinctively technical or commercial, but I take it that we are agreed that such instruction should be given in the secondary school as well as in the university. Definitions of courses in technical and commercial subjects based on a study of what is now done in our own country and elsewhere would be of great service to schools that appreciate the need of introducing these studies. Such definitions would go far towards bringing about a rational adjustment of the instruction in commerce and technology, which may be given in the secondary schools with that which is given in the universities and schools of technology.

Manual training in the elementary school, as is true of all elementary education, "aims to secure the necessary level of general intelligence," but, at the high school stage, manual training is, and should be frankly acknowledged to be, of the nature of technical education. I can account for the contention, so often urged by advocates of the manual training high school, that such training need have no special relation to the future vocation of students as due to a mistaken notion that technical education is out of place in the secondary school. My own experience confirms the truth of President Hadley's statement, that "there are some boys with whom it is desirable that the technical education should follow the primary education just as speedily as possible; boys with whom the stimulus of earning a living is the one educational force which can be made effective."

With the acceptance of the principle of election in school and college, and such a system of interchangeable units as seems to be all that may be expected in the way of uniformity, may we continue to use the term secondary school as marking one four-year stage of education, and college as marking the next four-year stage in advance, and assume that an institution must be the one or the other or apologize for its existence, and that its representative must accept membership in the Association, if at all, as an individual and not as an institutional member?

I am not sure that President Hadley is justified in using secondary education in a sense that includes all that is non-technical in advance of what may be termed elementary. I am satisfied, however, that it is important to keep clearly in mind the distinction between education that is technical and that which is not technical, and to recognize the fact that both must be taken into account in the consideration of any complete system of education in advance of the elementary school. I am so much impressed with the value of President Hadley's diagram that I have put a modified form of it before you as a graphic representation of such phases of education as are in advance of the elementary.

An examination of the diagram cannot fail to impress one with the fact that the object of this Association, to establish closer relations between institutions of higher education, should be something different from, and far more comprehensive, than the determination of college entrance requirements.

"Speaking roughly, primary education aims to secure the necessary level of general intelligence; technical education aims to secure the necessary level of professional intelligence; secondary education aims at something in excess of these necessary minima."

This diagram represents the educational field, ele-

Twenty years of school life ordinarily means twelve years beyond the elementary school, with periods of four

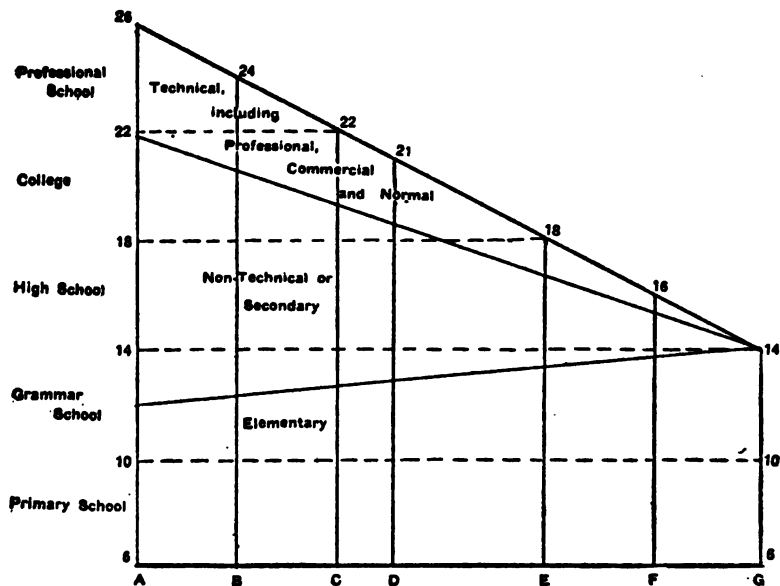


DIAGRAM SUGGESTED BY PRESIDENT HADLEY'S ARTICLE IN  
SCHOOL REVIEW OF DECEMBER ON "THE MEANING  
AND PURPOSE OF SECONDARY EDUCATION."

years each in the high school, college, and professional school. Sixteen years of school life is, as a rule, equally divided between the elementary and higher schools, of which the last four years may be either general or technical. There are those who maintain that there should be no opportunities for technical education offered to students who cannot devote eight years to advanced study, and this Association seems to be committed to this

contention. But the land-grant colleges and other technical schools with curricula, combining high school and college work, of less than eight years in length, are recognized by the public as satisfying a most important need.

The problem is not—How can schools of a certain grade in four years fit students for another class of instructions with curricula four years in length, but how can education in advance of the elementary be organized and administered, not only so as to make it possible for one to climb the educational ladder that reaches from the kindergarten to the university, but so that those who have but ten, twelve, or fourteen years to devote to study, as well as those whose opportunities are unlimited, may make the most of their time and talents.

The number in every community who recognize the need of something more than an elementary education is constantly increasing. The enrollment of half a million students in correspondence schools during the past decade may well make us pause, for the interests of all classes should be conserved by any system of education that is designed to be universal.

There are striking variations in the demands that are made by those who have a vague sense of the need of something in advance of the primary school, these variations being due to differences in age, native endowments, and financial resources. But because a boy has not the ability or the means that enable him, by devoting eight or ten years to advanced study to become a professional engineer, it does not follow that he will not profit by a training that may fit him to hold a responsible position in some kind of mechanical industry, or to become a skilled and intelligent workman in what may be called the engineering trades.

The standing and efficiency of an educational institution in a democracy should not be determined alone by those who receive its degrees and highest honors, nor by

the number of students that it can keep out by the barriers it sets up, but by the success with which it fits each one who enters, whether his talents be one or many, for some kind of useful service. This result may be accomplished under an elective system by taking account of such variations in students as have been noted, and by making the proportion of technical and general instruction vary from the beginning of the high school stage according to the varying needs and limitations of individual students.

Having dwelt upon the relation of technical to general education for students whose period of schooling varies from ten to twenty years, I wish to emphasize, as is suggested by the diagram, the unity of the entire educational field, and to suggest the various lines of separation that may be made in dividing the work between different institutions. The lines in the diagram suggest these divisions.

I ask your attention to two only: The triangle, the base of which is the line marked 18, and the apex 26, and the four-sided figure, the base of which is 14, and the top the line marked 22. The two fields overlap, each covering the field of the college which would be represented by the figure with base 18 and top 22. The triangle may represent the work of the university, based on a high school training. Its instruction covers a range of eight years. By such adjustments as have been referred to a student may receive the bachelor's degree in four years and the professional degree in six years. The second figure may represent a type of institution which has a place to fill in the educational field lower, but similar in its comprehensiveness to that of the university. The instruction offered in such an institution would ordinarily cover the seven years, from fourteen to twenty-one. A saving of from one to two years could be effected by a better co-ordination of the work throughout the entire period than is usual where it is done in different institutions with varying and

often conflicting aims. It is quite as legitimate for such an institution to combine the work of the high school and college as it is for the university to combine the work of the college and professional school, and the advantage to students might be the same in both cases.

One year ago there arose a discussion in the Association as to whether a high school with but two or three teachers should in any case be placed on the list of schools approved by the Commission. For the Commission has been authorized not only to make definitions of courses of study, but also to prepare a list of high schools which are entitled to the accredited relationship. In making an approved list, must the number of courses of instruction that a school is prepared to offer be taken into account, as well as the quality of the instruction that is given? And what is to be done with institutions that combine high school and college work? Are schools of this type included in the provision that authorizes the Commission to report methods for the assignment of college credit for high school work done in advance of the college entrance requirements?

Since the organization of the Association eight years ago we have passed from the nineteenth into the twentieth century. In the century that we have left behind the work of the college and the work of the high school were as a whole quite clearly defined and understood, and the object of the Association as set forth in the constitution, interpreted in the light of the past, was to come to an understanding in the matter of college entrance requirements. But the acceptance of the principle of election, the introduction of technical and commercial courses of instruction, in school and college, and the probable reduction of the combined high school and college courses from eight to six years make an appreciable change in the object and work of the Association. If, as I have maintained, a hard and fast line or, if you please, a horizontal

line, can no longer be drawn between the high school and the college, and between general instruction and technical instruction; if there are many courses of instruction that are of such a character that they may be given and, as a matter of fact, are given, both in school and college, may it not be necessary to extend the scope of the Commission on Accredited Schools so as to include colleges? When this is done we are in a position to determine what the bachelor's degree should stand for, so that whether the work is done in one or in several institutions, when done, it will be well done, and it will mean something more definite than it does at present.

The Treasurer of the Association, Principal J. E. Armstrong, of the Englewood High School, Chicago, submitted his report as follows:

RECEIPTS.			
1902			
March 28	Received from former Treasurer, .		\$195 94
	"    "    Membership Fees, .	\$108 00	
	"    "    Reports, . . . . .	7 35—	115 35
			<u>\$311 29</u>
EXPENDITURES.			
	For Publishing Report, . . . . .	\$188 94	
	"    Expense of Members, . . . . .	83 72	
	"    Reports, . . . . .	1 50	
	"    Stationery . . . . .	8 55—	282 71
	Balance on hand, . . . . .		<u>\$ 28 58</u>

J. E. ARMSTRONG, Treasurer.

The President then appointed the following committees:

1. To recommend the time and place of the next meeting of the Association: Principal E. L. Harris, of Cleveland; Principal W. J. S. Bryan, of St. Louis, and Professor W. W. Beman, of the University of Michigan.
2. To nominate officers: President George E. Mc-

Lean, University of Iowa; Professor C. A. Waldo, of Purdue University; President C. L. Mees, of Rose Polytechnic, Terre Haute, Ind.

3. To audit the treasurer's report: Superintendent S. O. Hartwell, of Kalamazoo; Principal F. L. Bliss, of Detroit University School, and President Edward D. Eaton, of Beloit College.

Professor Henry Carter Adams, of the University of Michigan, then read the following paper:

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### INFLUENCE OF HIGHER COMMERCIAL EDUCATION UPON THE CURRICULUM OF THE HIGH SCHOOL.

BY PROFESSOR HENRY CARTER ADAMS, UNIVERSITY OF MICHIGAN.

I have been asked to say a few words respecting the influence of the movement for higher commercial education upon the curriculum of our secondary schools. The statement of this question seems to imply that the development of this line of instruction in colleges and universities may have, or ought to have, a decided influence upon what is taught in high schools and academies, as also in that very considerable class of special intermediate schools which form so conspicuous a feature of our educational system. The idea seems to be that each school is a step in a systematic scheme of education, and in a sense, that each is a preparation for the grade of school that stands next higher, from which it follows that the universities and colleges are at liberty to shape the schools that lie beneath.

If your programme committee desired a consideration of the topic along the lines of these assumptions, it is unfortunate that I should have been asked to introduce



the discussion. I can not see that universities are called upon by virtue of their position in the educational world, except so far, of course, as the members of the faculties may be interested in the educational problem as a whole, to give much advice to the secondary schools with regard either to commercial education or any other branch of instruction which their experience shows them to be adjusted to the needs of their constituents. There is some reason for believing that the contrary view indicates the narrow purpose of the programme-maker rather than the broad sympathy of the educator. Some one has likened the educational system to a pyramid of which the primary and common schools are the base, while the secondary and intermediate schools lie half way up its sloping sides and the universities form the capping stone over all. A simile is doubtless good or bad according to the use to which it is put, but this one seems especially unfortunate as a starting point for constructive analysis. It may be an appropriate picture for an educational system adjusted to an Egyptian civilization, that is to say to a civilization whose social and political institutions rest on slavery, but it certainly suggests erroneous ideas if applied to the educational organization of a free and democratic people. Only in a formal sense do the common schools lie at the basis of our educational system. They do not find their guiding principle in the fact that they give support to education of the more advanced type. The same is true of intermediate or secondary schools. Their defence lies in the fact that they serve a useful purpose in and of themselves, because they minister to the needs of a particular class of people. The relation which they bear to the common schools below them, or to the universities above them, is an administrative rather than a vital relation. Nor, again, do the universities find their justification in the fact that they complete the symmetry of an educational programme; they are not the capping stone

of a pyramid which lifts its head on high for no other purpose than to break the monotonous sky line of an arid civilization. Every true university man must protest against a conception of higher institutions of learning which seems to separate them from the dirt, the sweat, the aspirations of the common people.

It would be a mistake to conclude, however, that the question submitted fails to suggest a topic for fruitful discussion. No task presents greater difficulties than that of readjusting studies to meet newly developed social or industrial conditions. The reason why industrial or business education claims so large a share of attention at the present time is that the latest phase of social needs for intellectual training lies along the path of industrial or business activities. Not only has industry assumed a new form and created for itself unusual agreements and strange contracts, but a new, or at least a more vital relation has sprung up between industrial classes, as also between industry as a trade or occupation and industry as an agency for public welfare. It is this broader view of work-a-day activities that supplies the ideal of educational readjustment, so far as readjustment is necessary, and what I have to say will bear upon the industrial needs to which our educational system must respond rather than upon the technical requirements which a school of one grade may necessarily make upon the schools of inferior grades in order that students may easily pass from one to the other.

It seems, then, that the various forms and grades of schools in our educational system find their justification, as also the controlling principle of their organization and administration in the fact that each ministers to a clearly defined class need. In making use of the phrase "industrial classes" it is not designed to lend countenance to an undemocratic view of society. The industrial classes held in mind are not such as rest on privilege or birth, except

as these accidents of life determine for individuals the choice of occupation or profession. Classes, in an industrial democracy are the result of the application of the principle of the division of labor. They are the expressions of social specialization and industrial organization, and as such are to be accepted as a permanent part of the existing order. Individuals may move from class to class, but classes remain; and the purpose of education on its general as well as its technical side, should be to prepare these classes for performing in a satisfactory manner the peculiar tasks imposed upon them. As compared with this, which must be regarded as a fundamental problem in education, the Chinese puzzle of school integration loses much of its interest.

It may be urged that there is nothing novel in this point of view; and as far as language is concerned, this is doubtless the case; but the phrasing of an idea and its fruitful application are not quite the same thing. I had recently the pleasure of listening to an admirable paper upon "Secondary Schools of Commerce and Their Relation to Higher Institutions" by Professor Cheesman A. Herrick, of the Philadelphia High School. The ideas presented in the introductory portion of this paper were in entire harmony with those to which you have just listened. Professor Herrick deprecated, on the one hand, that high schools should be regarded as an "extension downward of classical college courses" and, on the other hand, that they should be an "extension upward of the elementary school courses." "Secondary education," he says, "should have less regard for the small minority that enters upon higher education and consider much more the rights of the large majority that does not." This, you observe, assumes that high schools will succeed in so far as they respond to the definite needs of a particular class, a conclusion which finds ample proof in the fact, also presented by Professor Herrick, that "the constituency

of the Philadelphia school is largely of the middle class, small trades people, clerks, skilled laborers, public employes, and the like."

With all this I heartily agree, but I cannot entirely sympathize with the solution offered by Professor Herick for integrating the high schools and the universities. For it seems to me that while he asserts a class service for intermediate schools, he denies it to the universities. "The rational thing," he asserts, "is to open more doorways between the school and college." Again, "The boy fitted for getting into life ought not to be thereby incapacitated for getting into college." In another place he says, "Let the universities widen their system of credits or entrance requirements and touch the schools at more points and the question will settle itself." Doubtless this might settle the question, but it is greatly to be feared that it would settle the universities at the same time. The university is something more than an extension upward of intermediate and high school instruction. It, like the high schools, has a task and a definite constituency of its own and it cannot be trammelled in its development by methods of instruction which fit the needs of intermediate schools. Especially is this true of commercial education, with which our universities are now experimenting. The demand for this phase of instruction is found in the fact that industrial expansion has made clear the necessity of the financier, the entrepreneur, the organizer, the administrator, and the technical expert. When markets were local, when the corporation was an exceptional form of organization, when labor contracts were personal rather than collective, when the margin of profits was broad and the analysis of costs simple there was little need for higher commercial education. A knowledge of the trades, or simple methods of accounts were adequate. It is because the industrial world has taken upon itself a new form that the development of a new kind of education has become

a necessity, and it seems to me that the universities will make safer progress by holding before themselves their own peculiar task when considering the kind of instruction preparatory to a business career, than by paying very much regard to the kind of work done in intermediate schools. The bond of union between the various grades of schools that make up our educational system should be found in those branches of instruction that hold in mind a general education, and we should not forget in speaking of technical or commercial instruction, that from 50 to 60 per cent of the time of students is given to literary and scientific branches. This is true, at least in commercial courses, as they are at present organized in our universities and, I repeat, that the bond of union should be sought, in language, history, mathematics or science. There is already established in these studies a natural progression from the lower to the higher education; but the adjustment of technical instruction, especially technical instruction that has to do with industrial callings, should be complete in itself for each grade or class, and adjusted to the peculiar needs of the several classes into which industrial society is at present organized.

Another illustration of the failure of educators to appreciate that the significant thing in the discussion of the problem under consideration lies in the point of view from which it is approached suggests itself. Something over a year ago a teacher in one of the high schools of a neighboring city inquired what the University of Michigan was doing in its courses in higher commercial education. He came, he said, as the representative of the superintendent, to gather material for a report to the Board of Education relative to business training. I endeavored to make plain that the problem of business training for high schools in a commercial city was different from that of a university, but this suggestion was received with manifest impatience. What he wished to

know was the class of subjects treated in the University, and when I inquired if he expected to provide for instruction in all of these subjects in the high school his reply was, "Of course we cannot go into these subjects as deeply as you do in the University, but we wish to have our curriculum as broad as that which you provide in the University." His idea seemed to be to prepare students for advanced standing in the university, that is to say, instead of making the university come to the schools, as suggested by Professor Herrick, he desired to have the schools adjust their instruction to the university.

Since interesting myself in higher commercial education many inquiries have been received from business colleges relative to the standing which their students might obtain in the University. It is a great temptation, especially in view of the desire which we all have to secure a large number of students, to answer such inquiries in a sympathetic manner, but to do so would be to disregard two fundamental principles of educational organization. First, that progress from lower schools to higher schools must rest upon general rather than technical educational attainments, and second, that technical education is essentially class education.

To make yet clearer the point of view for which this paper contends, let us inquire merely by way of illustration, what bearing it has upon the place of commercial geography in commercial education. I do not refer to those commercial geographies written by geologists and geographers, for they are useless from any point of view. No one but a trained economist can write or teach commercial geography. But, assuming that we have the proper preparation in the teacher and the author, just what class of pupils need the instruction offered? There are of course many secondary considerations for the study of commercial geography, but the fundamental reason for the appearance of this branch of instruction in all

higher commercial education is found in the fact that the function of buying material and selling product has come to be a vital function in modern industrial activities. Were the world not an open field for the manufacturer in the purchase of his material or for the salesman in the disposal of his product, there would be no practical advantage in the study of commercial geography; but for men who administer great industries in a world's market, it comes to be one of the essential and fundamental studies. Of what use, then, is it to teach commercial geography in a school which designs to prepare men for middle class industrial occupations? It should, in my opinion, be reserved for the universities. It is a phase of knowledge which can be made use of only by the administrators of great industries, and when one duly appreciates the difficulty of marshalling the great mass of details which commercial geography presents in a scientific manner, it is evident that no beneficial results can come from including this study in the curriculum of high schools. The students have neither the time for its mastery nor have the instructors time for adequate specialization to present it in a proper manner. Commercial geography answers a class need for the organization and administration of great industries and it is a fitting study only for those who are ambitious to occupy such positions.

It would be interesting to apply the same considerations to all the courses of instruction which now make up the curriculum in the graded schools, in the high schools and in the universities, so far as they pertain to industrial activities, but enough has been said to make clear the point of view and that, perhaps, is all that can be undertaken at this time. Before leaving the subject, however, I desire to revert once more to the use I have made of the phrase "industrial classes" and to the bearing which their recognition has upon the general subject of

education. The productive principle in modern industry is organization, and organization implies harmonious co-operation of clearly defined industrial activities. At present we seem to have the organization, but not the harmonious co-operation. The interdependence of class on class is universally acknowledged and with each step in the further application of division of labor, this interdependence becomes greater and the necessity of harmonious co-operation more imperative. An analysis of the situation shows that the success of each individual or class is increasingly dependent upon general prosperity, and that the failure of any class to perform its assumed functions is the occasion of embarrassment to all and may, if carried too far, result in the downfall of our magnificent national civilization.

It thus becomes a vital question under what conditions harmonious co-operation may be secured and what part education has in bringing about this result, and I answer, harmonious co-operation can only be secured when each industrial class recognizes its peculiar relation to the industrial organization of which it is a part. The willing, intelligent subordination of the rank and file of the industrial army is as essential as the intelligent, energetic direction of a captain of industry. The final test of industrial education is found in its ability to make clear the interdependence of industrial classes and to disseminate correct ideas relative to the solidarity of the established industrial order, without which there can be no hope of industrial peace.

All this, of course, pertains primarily to the spirit in which instruction is given. The chief difficulty in bringing education to bear, lies in the fact that the great majority of workmen leave school before they have attained sufficient maturity to appreciate an analysis of industrial relations. We cannot teach political economy, industrial history or business structure in the primary grades. It



is, however, possible to make every subject taught an illustration of the essential unity that exists in society. Especially is this possible in connection with manual training which aims to instruct the student in the art of self-subordination and to bring the eye, the nerves and the muscles under the control of the will. It is not necessary that a single word be said relative to the industrial order in the primary and graded schools, for if the child be taught to appreciate the sense of interdependence between those things with which he is called upon to deal in childhood, he will bring the same attitude of mind to bear upon those conditions in which he finds himself in manhood. There are, then, two aims which manual training should set before itself. First, the development of mobility which comes with the possession of dexterity and with acquaintance with mechanical principles, and second, the development of the sense of unity in all things, and the constant illustration of the fact that every occupation, however humble in itself, carries with it a dignity of its own, because it is essential to the success of the social order.

For students who come into the intermediate schools the problem is a little different. They have attained sufficient maturity of mind to indulge, to some extent, in analysis and generalization. History properly presented is perhaps the surest means of fostering the idea of continuity in human events and of solidarity in human interests. The phase of history which should claim the attention of schools must be determined by the particular social problems which for the time being, claim attention. At present all of our great problems, whether political, social or ethical, find their root in industrial relations, from which it follows that at the present time especial emphasis must be laid upon social and industrial history. To make my point entirely clear, I may perhaps be permitted to say that political economy as a science has no

place in the high schools; but for this there should be substituted an history of industrial society and a description of the industrial structure. The aim should be to explain to the student at what point in the evolution of industry the accepted principles of rights and of duties, of property and of obligations, made their appearance, and to give him an insight into the fact that the principle of division of labor is entirely responsible for the existing condition of industrial interdependence. Unfortunately, no writer of industrial history has yet held in view this pedagogical purpose. And what is perhaps more unfortunate still, the teaching of this subject is frequently placed in the hands of those who have had no training in the higher branches of economics. In the University of Michigan, if I may be pardoned for referring to the institution of which I am a member, industrial history is regarded as a preparation for the study of political economy, but we look forward to the time when this work can be done by the high schools, thus enabling the university student to come at once to the study of economics. It is along these lines that the high schools and the universities find the true principle of integration.

What, now, can be said for the universities; what is their part in the crystallization of this sense of solidarity? This raises the question of an appropriate curriculum for the training of business men who are to become industrial administrators and financiers. It is, of course, impossible at this time to enter upon so comprehensive an analysis and I shall content myself with a few suggestions. The final purpose of this instruction should be to give the student insight into the industrial order. Law should be taught primarily with the aim of familiarizing the student with the legal principles to which business conduct must conform. Science should be taught just so far as is necessary to enable students to appreciate the dependence of industrial progress upon scientific investigation

and research. History should emphasize the essential relation between the three great institutions represented by political, religious, and industrial activity. Instruction in commerce should be regarded as a perpetual illustration of the fact that enduring trade must be of benefit to both parties. Private and corporate finance should be presented as the counterpart of public finance, for this is the surest means of making clear the fact that power is not dangerous when properly balanced. And finally, political economy, which I venture to define as the science of industrial society, must be regarded as the center from which and the end to which all commercial instruction tends. In short, apart from the technical advantage to business men of the courses of instruction which make up the curriculum of higher commercial education, stands the great social purpose of this department of education, which is to give the managers of industry so keen an insight into industrial conditions that they may be led to understand how social advancement is related to private gain. We thus come back to the position of the old classical economists that the object of education should be an enlightened self-interest, although under these new conditions a new meaning attaches itself to the phrase.

The discussion of Professor Adams' paper was opened by Principal E. V. Robinson, of Central High School, St. Paul, Minn., and Dr. Henry R. Hatfield, Dean of the College of Commerce and Administration, University of Chicago.

PRINCIPAL E. V. ROBINSON, of the Central High School,  
St. Paul:

Not having had the opportunity of reading the very able paper to which we have just listened, I am forced to rely upon somewhat desultory remarks upon this occasion.

The time has passed when the secondary schools, or at least the larger schools in the city, are very immediately or permanently affected by any change that the universities may make in their curriculum. The high schools in the two cities of St. Paul and Minneapolis, for example, which are very close to the universities, are caring for five or six times as many students as the universities. There are several schools in those cities, each one of which outnumbers the University of Minnesota, not counting the technical schools. There are two which outnumber the University even including technical schools. In these schools about one-third who enter, graduate, and about one-third of those who graduate, enter college. In other words, about one in ten goes on with higher education. It is out of the question that these communities should tax themselves as they do—very heavily—for the purpose of fitting one-tenth of the high school students to go to college.

It is true in a city high school, especially in one near a university, that we do have to meet the requirements of that university. We have a very amiable gentleman at the head of the Mathematics department who has a dogma that the first part of college algebra should be taught in the high school. Well, we secondary men think that is a dead waste of time, but a large number of our students are going there, so we have a course in higher algebra, and we tell people that are going to that university that they will certainly get plucked if they don't take that course. And they take it. We do the same thing in other respects where the requirements are peculiar in any way. But that does not affect my main point, that the high schools have come to have a meaning of their own.

Yet in spite of this fact that the high schools have come to have a meaning of their own and that the community supports them because they have such a meaning, there is an intimate relation of candid reaction between

the secondary schools and the university. For one thing, a great number of sentimentalists think that the odor of sanctity does not attach to a subject until it is offered in a university, and they fought very shy of any sort of industrial or commercial education until it was offered in a university; but as soon as it was offered there they thought it was in the play and they could afford to recognize it. Then again there is the fraternizing effect in the fact that the leading spirits in the secondary schools come from the universities.

But it seems to me that to really get at the bottom of this we shall have to consider what education is for. And I am reminded here of that story which Herodotus tells about the education of the ancient Persians. They learned, he says, three things: to ride a horse, to draw the bow and to tell the truth. Now for them and for that age was a most admirable education. We know that the mediaeval knights learned to stand the shock of the lance charge without going off their horses: that was essential to a man who was going to hold his own as a man in the world. When the high schools were started they were started in imitation of the preparatory schools. In those days the colleges were for fitting scholars for the learned professions—for the ministry preeminently; later for the law, and still later for medicine. What we call to-day "general education" was not known in the high schools; it was simply technical education, designed to prepare men to enter the learned professions. The colleges of fifty or sixty or seventy years ago offered substantially the same work as our high schools do to-day. They offered very little more. And then to prepare for their own work their friends established "grammar schools," as they were called in the olden days; and in imitation of these the public high schools were set up, so that the children of common people should also secure this "higher education"—higher in the sense that it was

technical education in the learned professions. It was just such a curriculum as was proposed when this organization was established. It seems to me an entire perversion of history and fact to call that nonsense a "general" or a "liberal" education. It seems to me an absolute technical education, as much so as any kind of technical education you can find in a technical school of to-day. For a long time the thing went on; the high school stood there and offered people things which had as much bearing upon what they were going to do when they got through school as lunar politics has upon the election in Chicago.

The first break in this old monotonous kind of education came from the high schools themselves, or rather from the good sense of the community. Communities and school boards forced the changes upon the high schools, and later the high schools made the universities believe that it was expedient for them to change their requirements.

Now this commercial education was given in the high school before any university that I know of recognized it at all or gave it any thought. The fact that it is being taken up by the universities seems to me a most auspicious sign of progress, auspicious because it shows that the universities are, even though in a remote degree, in touch with the demands and the needs of the time. We had the day in high schools when there were many courses and the smaller the school the more courses the people thought it was necessary to have. High schools of less than one hundred pupils had twelve or thirteen or fourteen courses, and I remember one institution which had eighty pupils and fifteen courses of study. Then from that we got over to the other extreme. We said "Let them take anything," and as children are not naturally more laborious than they have to be, they went through their four years and came out with a mixture of education that

had no particular bearing upon anything. Now we are coming away from that and in a measure getting to the group idea; education comprising more or less work in all the groups, and in addition to that all of some one group.

I do not know any place where there is more waste of time than in our educational system. We have to teach solid geometry because a large part of the universities require it for admission. But some of them do not; one of the most prominent universities does not. One of our honor students, who was extremely able in mathematics, went to this university. He had to put in a semester going over solid geometry, and he wrote back to his teacher, "Why, this is the greatest snap that I ever struck. I recite about once a month. When I went to high school I had to recite every day; and they will accept demonstrations there that would have given a fellow a zero in high school." That is only one instance. Fellows go into universities and have to fool away a good share of the first year taking over work that they had to take in the high school. That is a criminal waste of time. The schools and universities ought to get together and avoid it.

Again I believe there is a good deal of waste of time below the high school. We have got a fifth wheel to our educational coach. Instead of having three steps in education as they have in Europe—the primary, the secondary (the 'gymnasium') and then the university or the professional school—we have our primary, our secondary, our college and then our professional school; we have four steps; we waste two or three years of the student's life in preparing him to enter upon his life work. Before a man can be independent and able to take care of himself or others he is thirty years of age. That is good for neither men nor women. It is not a condition of things which can continue.

I have no panacea for all this, but I do believe that some solution must be found. Some kind of system can be devised whereby a definition of units can be made and so much of this or the other should authorize the bachelor's degree no matter whether that work is done in college or the university. Then we shall be on a basis where we can give people the kind of education that we should give in order to prepare them for professional courses.

If we do not do that, I believe this is going to come, and I don't know but it is coming anyway: the extending of the high school course two years, or at least the dropping of the bachelor's degree entirely. As far as I know, in Germany they do not give the Bachelor of Arts degree. The student who has gone through the gymnasium has received the same education that he has here at the close of two years in college. And I thoroughly believe that just as fifteen or twenty years ago the high school which had a four-year course was the exception, so in fifteen or twenty years from this time the high school which has less than a six-year course will be the exception and the small college will have to get in line as a secondary school, and the lower part of university work will be done in the high school. I say I believe that will be done unless some work of dovetailing can be devised; some way of defining the units and specifying the units which will be required in order to obtain the bachelor's degree.

DEAN HENRY R. HATFIELD, of the University of Chicago:

I think that there are some points in which we all agree with Professor Adams and there are some in which I think it is perfectly justifiable to disagree to some extent.

We all agree upon the necessity of this commercial education; that it is clearly a technical, professional edu-



cation, and one which we need in our present day for fitting the coming business man for the position which he must fill. Now the older education that we have heard about was of course a technical education: learning how to draw the bow and ride the horse was a technical education for the people of Persia. And I think we have felt that a good deal of our modern college education has not had enough of the technical in it. It is perhaps given to us, not to ride the horse, as the Persians did, but to ride another form of horse and to draw the long bow and perhaps not speak the truth in connection with it. We want to get some form of technical education. Now the question which I understood was to be discussed to-day was, how are we going to provide for that technical education and in what respect should the secondary education be modified in order to lead to good higher development of the technical education? It is true that the main function of the high school—at least if we regard the number of students—is to fit men for what we may call humbler positions in the industrial world and not to train them for the higher technical education. But there is still the fact remaining that we must train a certain limited number of people for these responsible positions. Is it possible to get all that education in the college course without some modification of the secondary education as we find it?

In almost all other lines of technical education we have a course which extends in some cases for eight years after leaving the secondary school; in others seven, and now we are coming more generally to a basis of six years. We feel the necessity of condensing, and have condensed the education in other lines to six years. In the colleges of commerce in this country and in Belgium and Germany the attempt is made to reduce this technical education and college education in most cases to the period of four years. There are some colleges in this

country—one or two perhaps—which add a fifth year. Is it possible then to combine the college course and this technical education in a period of four, or at most, five years after leaving the high school? That certainly is the problem which faces us, and I do not think that it is very easy for us to say, If that period is too short, extend the period; make it six or seven years for commercial education after the time when one leaves the high school—because the pressure of going into active business is so strong that the establishment of a seven or even a six-year course of commercial training after leaving the high school is, I think, almost out of the question.

We can absolutely restrict the college education and this technical education to a period of five years, and in most cases to four years. If we are going to do that, is it not absolutely necessary to crowd as much as can be done well into the secondary schools? I think we admit, most of us, that a good deal of our earlier high school education has been a professional training, looking to the training of teachers. Now if it is true to any extent that the high schools are still fitting for the profession of teaching, certainly that part of professional training now found in the high schools should be displaced by something which will tend more toward the profession of business. I do not say that all the high school courses should be made to conform to this plan; of course they should not: but just as we have been told that even in Minneapolis and St. Paul there were courses added at the behest of those who wished to take geometry, so I think there must be courses prepared for the fitting of those who plan to take professional work in the businesses of the country.

Just what courses should be taken, I do not know. I should make bold to disagree with Professor Adams, to question whether the commercial geography cannot be taught in the later years of the high school. I should

agree that it is not a desirable course to force upon everyone who is taking the high school course; but for those who are taking the high school course with a commercial bent, and for those who are taking the high school course with the purpose of supplementing it with the later commercial education, it would seem that commercial geography is eminently fitting for the later years of high school.

The subject of bookkeeping is, I think, one that we ought to separate clearly from accounting, or "higher accounting." If there is such a separation to be made, I think that a previous knowledge of this humbler art of bookkeeping would possibly be a very great advantage to one who is to enter college. We cannot find the time in the four years of college to give accounting and bookkeeping, and yet the majority of persons who come to college know nothing of the simpler elements of bookkeeping, and if it is desirable at all to teach these subjects, I think they should be carried back into the secondary schools.

In the question of modern languages, the colleges of commerce generally at the present time are admitting Spanish in the place of French. It is along the line of developing trade with the Spanish-speaking peoples, and there is no reason why Spanish should be discriminated against in modern languages. If that is so, I think Spanish should find its place in the curricula of modern high schools.

And then of course something will have to be removed from the high school if anything is to be put in. What that is to be, I will not hint at. Mr. Robinson said that there may be a change in this: that it is practically useless to ask the high school to provide for the training of the few people who will come to this higher commercial course; that the expense is too great to ask the taxpayers to provide for that. Perhaps from the point of

view of the tax-payer that is true. But certainly if we accept the view of the extreme importance of our industrial life and of the absolute necessity for well-trained, competent, broad-minded men to control industrial activity, it does not seem to me that the expense of providing for their education is something to place any great importance upon. To be sure, only a few will take that higher course, but those will take it and continue in it who are best fitted for important positions, and if that is so, those who drop out are not to be considered particularly. The expense, it seems to me, is nothing to be compared with the advantages to be attained by securing a body of people adequately fitted for the administration of the great businesses of the country.

PRINCIPAL ROBINSON :

I judge from the last speaker's remarks that I did not make myself plain regarding the question of expense. I did not mean that the expense of providing for this preliminary work in the high schools is not met. On the contrary I think it generally has been met. At least, in the section from which I come the high schools do generally give that kind of training and have done so for a number of years, and I think that is the kind of training that the public are perhaps more willing to pay for than for any other kind. I think that the tendency is quite in the other direction—that the boards and the public may tend to overemphasize that part of the high school curriculum.

PROFESSOR C. A. WALDO, of Purdue University :

While somebody is getting ready to speak upon this subject I would like to ask a question of Professor Hatfield which occurred to me incidentally and seems to me important in its relation to the subject. It is said that

a man started in his youth with the ambition of becoming worth fourteen million dollars. Somewhere along about fifty years of age he found he had the fourteen, but the cyphers bothered him. Now it has occurred to me that there might be something of that in this question. Professor Hatfield says that it is the purpose of the course to train men for the supreme positions in the commercial world. The question is whether in his experience he can make the necessary connection—after training his men can he land them in the supreme positions?

DEAN C. M. WOODWARD, of Washington University, St. Louis:

I want to set the example of making a short speech. Two things occur to me. I am very much pleased with one statement of Professor Adams: that those in charge of higher education recognize the value of a general preparation and not the value of a special preparation. In other words, the requirements for entering upon college or university work should be general fitness and not familiarity with a particular subject; general strength to undertake new work in a new field.

Then I wish to say another thing, and that is in regard to the demoralizing effect, the belittling effect, of giving university subjects in secondary schools. Again and again I have had students come to me and say, "I have had that," and they look down upon it, when really they have not had it at all, and they have been misled and misinformed and they get a wrong conception of the work done in the secondary schools. I remember one young man especially, who made a complete failure because he had to study things that he thought he had had in the high school. That is the great danger of forcing things down into the high school. Thereby you belittle the subjects and unsettle the students in the higher work.

DIRECTOR E. O. SISSON, of Bradley Polytechnic Institute, Peoria, Ill. :

Representing a secondary school, I want to differ a little from Professor Adams' paper on one or two points he has especially emphasized.

I agree with the general principle that admission to college should be based on general fitness and not on technical fitness and that the best course is a general course but it does not follow from that that certain studies should be excluded from the preparatory work. It does not follow, for example, that commercial geography or economics—two things that he mentioned—should not be taught in the high school. Now in the school of which I have charge, both of those subjects are used. They are not used as preparatory for college, because they are not recognized by any of the colleges that I know of and no credit will be given for them in preparation. But they are used for the very simple reason that we have always in the high school a great class of students that find nothing attractive to them in the usual preparatory studies. They have no special taste for mathematics, largely due to the condition under which they have grown up, or for the classics or other languages, and they drift into what is called in Peoria high schools the "commercial course." We are trying to enrich that course and to strengthen it, or rather trying to enrich the line of study along those branches that shall be somewhat equivalent to the studies of the older kind, that are usually preparatory studies. We have been experimenting, because we have had to. We have been experimenting with commercial geography and economics, and we are experimenting with industrial history and along a number of lines where we have not the knowledge that we will have after our experiments are through.

But we have found one thing: that for the class of students we are dealing with, commercial geography and

economics are two of the very best things we have got hold of. They accomplish something for the students not in a technical line but in a general educational way that we cannot accomplish for that class of students in our ordinary studies. Both of those studies have a real educational value entirely aside from their technical value. They are not beyond the comprehension of our people. We are not obliged to do any more proficient work with them than in history or any of the ordinary studies. In fact the course in economics, the harder of the two, is not so difficult as one of the courses we offer in English history or as the course in American history. And those studies give us educational results—results in the line of training and in the development of the ability to think and to use their faculties—that are pretty nearly equal to most of the other subjects in the high school. If that is so, using the principle that Professor Adams mentioned, that we want general training for admission to college, I do not see why those subjects cannot be recognized just as well as mathematics or just as well as history.

PRESIDENT W. H. BLACK, of Missouri Valley College:

With reference to the subject that is before us, I should like to confess in the first place the obligation that I feel for the paper that was so admirably prepared and so strongly put by Professor Adams and for the discussion that has followed; but I wish also to call attention to two or three points that I think we are in danger of overlooking when we are discussing the subject of commercial education, more almost than in any other phase of our educational work.

And the first is this: that the school is an educator of communities as well as an educator of individuals. And the mere response on the part of the school to a public sentiment is not the discharge of a school's whole duty.

Sometimes public sentiment is not the best thing to be guided by, just as sometimes the individual preference of the pupil is not the best thing to be guided by. The position of a teacher in his relation to his student is not simply to respond to the individual preferences and elections of the student, but to be a teacher in the broadest sense: to open up wider fields of vision and strengthen the weaker places in the pupil's nature that he may be able to make choices a little later, better than he is able to make them when he first comes under the teacher's influence. It is of primary importance that the school in the community shall be the educator of the community itself. And while boards of directors may have very close sympathies with the public and may voice a superficial sentiment of the community, it is the teachers' business to think for the community and the school's business to provide for the community deeper and wider things. Otherwise our progress will be of a narrow and a superficial sort. That is the first thing I desire to call attention to in connection with this matter.

The second is this: That we are in danger, as leaders in education, of overlooking the fact that life is a good deal bigger than simply commercial life or professional life; that life is vaster than the field in which we get our livings. The industrial demand at the present time, as indicated by labor movements, is that the time of one life shall be divided up into thirds and the labor motto is, "Eight hours for work, eight hours for sleep, eight hours for what you will." If our education does what it ought to do for the community and for the individual who comes within the radius of our influence in our schools, we must provide not only for those eight hours of labor but for those eight hours of what he will. The problem in this city and in every city of this country is not so much the problem of how a man will work and how he will spend his time while he works and how efficiently he



will work, but how he spends that leisure time. It is the man's leisure that should give us pause. That is the time when the lower influences in life are brought to bear upon him and breaks him down. And the impairment of labor and the impairment of professional skill and the impairment of statesmanship and of everything is determined more by eight hours of rest than by eight hours of toil. If our education does not consider the needs of that particular period of one's life it is missing one of its imperative opportunities and duties. It is an opportunity, because we can, if we pursue right methods, furnish for a man such stimuli to higher things and to self-control as will enable him to resist the temptations that come in that particular period. It is a duty, because, seeing the field—the wide field—of life in all of its phases, we may address ourselves to that particular problem as well as to the problem concerning labor.

It is important that one's hands and his brain should be trained that he may be a good servant in whatsoever field of industry he labors; but it is highly important to the community that he be a good citizen—a good man. It is highly important to the community that in his relations with his neighbors—not while he is at work in the shop or while he is on professional visits or while he is engaged in his studies—he be reserved and self-controlled, and that he know how to live in good neighborhood and to foster the higher interests of his community and think well for the welfare of the mass about him.

Therefore, I think it is a very serious matter that we are confronting this morning, because it looks toward specialization at a time when there is not preparation for it, when there has not been sufficient breadth and sympathy, sufficient universality, introduced into one's life to enable him to make the highest and best choices for himself and for the community in which he is to live. And it is also a very important matter, looking at

the higher schools—the universities and the colleges—that they, so far as their influence goes, should also try to affect communities. Now it is one thing for a high school to be very independent, or an academy to assert itself in its own realm and profess indifference to what is in the college or the university; it is another thing for the college and the university to recognize that it has an obligation that is vastly wider than its relation to the students who are on its roll.

As you rise in the institutional life connected with our educational work you rise to wider fields that are within the radius of the influence of these institutions; and if a college's influence reaches out over a state and a university's influence reaches out over several states, their influence upon those wider communities should be in the direction of stimulating the broader life and the finer life, and of a better preparation for life.

Instead of giving so much of our time in the industrial stages of educational work, to technical training and commercial training, we should be giving the bulk of our time and attention to the preparation of these boys and girls to be men and women first of all. Whenever you put a temptation before a pupil to try to specialize in a commercial course you are putting on him a temptation to close his life; and therefore the work that the higher institution should do for him, in many cases cannot be done.

PROFESSOR T. F. HOLGATE, of Northwestern University:

I have not regarded the introduction of commercial courses in the high school curriculum so much with the view to specializing at that period, for I think that is perhaps detrimental; too early specializing is not good. I doubt if any boy of fifteen has a very clear conception of what he either is going to do or wants to do in life. But I think that the introduction of commercial courses

into the high school curriculum with a view to giving breadth to that high school curriculum, and to giving some opportunity for the boy of fifteen who has no great aptitude for Latin, Greek, French or German and has no special taste for mathematics to find something that will induce him to continue his period of education for a year or two longer—I think that is one of the serious problems of the high school to-day. If the introduction of these courses will hold the boy to finish the four years' course in the high school, then by all means introduce those courses in a proper form. I think there is very great danger in the introduction of new courses that they will be slipshod and easy, and reach no definite result. It is not so important in what specialties we train the boy as that we train him—that he gets something that will give him distinct and definite training. There is a very great danger that the specialty will be slipped over and the boy will think that he has covered the field, and when he comes to the same subject in later life he will slight it and have a distaste for it. That is the fault of the method and not the fault of the thing itself. If the subject can be properly taught, it ought to induce the boy to go further with the subject later in life.

Now as to the relation of this whole matter to admission to colleges: if the colleges will only be content to take the boy who is trained, and not ask too many questions as to the subjects in which he has received training, the problem is solved. It is perhaps essential for the college work, unless they are going to repeat from the elements the work of the high school, it is essential that the boy should have a certain amount of training in one, two, three or four different subjects up to a certain minimum amount; then if the college will accept credit in any subject that is well done,—manual training, commercial geography, political economy—anything that rep-

resents a sufficient amount of training, I think the problem of the high school is clearly solved.

SUPERINTENDENT A. F. NIGHTINGALE, of Chicago :

I think that we are inclined to overrate the value of any education, whether general or technical, so far as it relates to a man's financial or business success in life. I am thoroughly in accord with the thought that our secondary schools should aim toward general culture, but I still believe in the old saying that what is one man's meat is another man's poison, and that some subjects will give culture to one boy that will not give culture to another boy. I do not believe that any amount of the study of Latin, Greek and mathematics will necessarily in themselves prepare a man to become President of Harvard University. Nor do I believe that any amount of study in a higher commercial education in the universities will necessarily prepare a man to become the Rockefeller to found a Chicago University. I believe that success in life depends upon what is innate in the man, much more largely than his success in life depends upon his education. I believe that education primarily is more for self-respect and contentment in life than it is for financial success.

Dr. Hatfield need have no fear that, so far as our large cities are concerned, any subject will have to be taken out in our secondary schools in order to make room for some of the elementary studies that are pursued in a higher degree in the universities. The secondary schools in our large cities can add ten or fifteen or twenty more subjects, so far as their programmes are concerned. They can have a subject for every individual pupil, and the public will furnish the teachers for these subjects. It seems to me therefore that as it is necessary for a young man to read Caesar, Cicero and Virgil before he attempts to read Juvenal and Horace and Tacitus; as it is necessary for him to read the Anabasis and Homer before he takes

up the study of Thucydides and Plato, so it would be well for our students in secondary schools to have something that is elementary along the lines of commercial geography and commercial law and industrial history and the keeping of accounts as a preparation for the higher commercial education of our universities.

PRINCIPAL W. J. S. BRYAN, of St. Louis:

There are two thoughts in this connection to which I wish to call attention. I view with a good deal of satisfaction on the one side the introduction of higher commercial education into the colleges, for the reason that I hope to see the effect of that introduction of higher commercial education in the colleges upon the commercial education in secondary schools. I think it will not be questioned that a large part of the pupils desiring to take commercial education in secondary schools have been influenced by the hope of a short cut to business success and with the idea that by so doing they can more quickly fit themselves for entrance into business; and yet I am aware that those who have been engaged in teaching in business colleges, so-called—the best of the business colleges—are very ready to take the position that they can do relatively little for those who come to them with less than a high school education, and that the work they can do for pupils who have that training is of very much greater value. It is true, I believe, that most of the children who wish to take the commercial courses in high schools look for the first opportunity for an immediate entrance into business, and that therefore they do not spend more than the time absolutely necessary in the secondary schools, and they begin to fall out the first year and the second year with quite as much rapidity, if not a very much greater rapidity, than those who take the other courses. If the colleges dignify the work of preparation for commercial life by courses of their own, it

will serve as a very strong suggestion to those in the lower grades that to adequately prepare for commercial life requires much more than a knowledge of those subjects which seem to be very closely related to business work. I mean the study of bookkeeping and of shorthand and of those things which are immediately available. And if we can succeed in giving to these pupils who are seeking to prepare themselves for commercial life the idea that the breadth, culture and power that is obtained from the pursuit of other studies than these very technical studies is essential, we shall do a very great service to those pupils. If we can lead them to feel that the general education—that part of it which in all properly constituted schools constitutes at least fifty or sixty per cent of all the work—is essential to any very adequate preparation for business, and that for the very best preparation for business they must go on beyond that into the college—then we shall have done them a very great service.

PROFESSOR ADAMS:

It may appear as inability to appreciate commerce that I say that in the presence of all these conflicting opinions I agree with almost everybody that has been upon the floor. I am frank to admit that the place of commercial education in universities is not yet settled. There is one point that I should disagree with; that is the view that higher commercial education in the universities is the result of the development of higher commercial education in the high schools. And the reason why universities have taken up the question of higher commercial education is, I think, the fact that the alumni have forced them to do it. In our own case, at least, it was so. In an alumni dinner in Chicago the principal speaker did not happen to get there and the alumni got together and said, "What does this university want?" And they said, "It

needs to get the facilities for preparing men in the higher grades of life." When we recognize the development that has been going on in connection with corporations and with the contracts with labor, and the new ideas that are being interposed by changed industrial conditions respecting legal principles—all these things, I say, thrust upon us the necessity of recognizing the peculiar kind of education which universities only can give for men who propose to enter the higher walks of life.

The main point of my paper has been understood here this morning: I do not believe that it is possible for us to interlace the high schools and universities until they understand what commercial education is for, and I think that a thorough study of the question must impress upon us that the three grades of schools—primary schools, secondary schools and universities—have before them essentially different problems. The line of demarcation in these problems is the line set by industrial evolution itself. The proper method of approach in order to put the high schools and universities into correct relations with each other is not to ask, What does the university want taught in the high schools that it will give credit for? The problem is different; the class that you are appealing to is different; and if you go through the curriculum provided in the universities for higher commercial education you will find that there are only two or three influenced by what is taught in the high school.

I am willing to say that bookkeeping should be taught in the high school; I hope it will be taught; but we cannot give credit for it in the universities. If anyone finds commercial geography advantageous—if that is the experience of high schools—why certainly let them teach it. But when we come to the commercial geography that is taught in the universities it is so different an affair and looks at the thing from so different a point of view that

you must have minds above the minds of fifteen years of age in order to comprehend it.

Now take some of the other studies. We will take law. I think it is quite right that certain law courses should be taught in the intermediary schools. But the object of teaching law—of the “law courses,” so-called, “commercial law courses” in the university—should be, in part to inform the student as to the legal conditions under which he is to act. It is not, however, to make every man his own lawyer—it is to give him an insight into the legal structure of the society in which he is called upon to act; and I should say, secondarily, it is to let the business man have an idea of the legal history of England, different from what the law student gets from studying Blackstone. Take the question of science; what do we want with science? Why the fact that industrial development rests upon scientific development and scientific knowledge; we are what we are industrially because of the development of scientific attainments in our country and in the world. We cannot make the business men scientific men, but we can insist upon it that they shall study science enough so that when they call in an expert they will be able to understand the expert. The man to whom is entrusted the handling of funds, must be able independent of the conditions of the stock market, to answer the question, Is there a sound scientific principle at the basis of this prospectus? Now I do not think it is necessary to show that the science and commerce which the higher commercial course is going to furnish is any different from the scientific man’s kind of science. The same science given in the high schools is all right for the higher commercial courses. Take mathematics again. Here is one fact: that more businesses are wrecked to-day by the inability of business men to understand ordinary statistics than owing to any other one fact. Now I think that mathematics, by any man who wishes



to prepare himself for the higher walks of life, must be carried through calculus.

What has that to do with the relations between the universities and high schools? I might take every peculiar subject that we are dealing with. Certainly, when we come to this more fundamental question, namely, How can we give the business men of this world the insight into the new industrial conditions that the 20th century is providing, so that they can understand when it is right to make a concession, so that they can understand the relations, the social relations of society? then we answer, History. Here again it does not seem to me a necessary result of the development of higher commercial education in the universities that we should undertake to modify the study of history. History has been modified the last twenty-five years, and every step in that modification is a step of which commercial education can approve.

As a matter of fact, you do find your industrial society stratified; you do find your schools responding to the stratification; and it seems to me that we shall do better in all kinds of education if each grade of schools asks itself honestly, What can we do for this constituency that is coming to us? and anything that is good for that constituency is good pedagogical sense.

The meeting then adjourned to 2:30 p. m.

## SECOND SESSION, FRIDAY AFTERNOON.

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The Association was called to order at 2:30 p. m. by President Carman. At the opening of the session the President called upon Professor Julius Sachs, of Teachers' College, Columbia University, New York, to address the meeting.

### PROFESSOR SACHS:

I am very thankful to you and to the members of the Association for the privilege of being with you. It is a mere chance that has brought me here and it is particularly interesting to find that the same problems which agitate us on the Atlantic coast, still remain unsettled with you in the middle west. I appreciate very much the courteous invitation which you have extended, and in the event that I find that I can add anything which may not be out of place, I shall ask the liberty to avail myself of your invitation.

The Secretary then reported that the Executive Committee had decided to raise \$200 in order to meet the expenses of the Commission on Accredited Schools, and moved that the colleges represented in the Commission be asked to contribute to this sum in proportion to the membership in their freshman classes, as provided in the report of the Commission, adopted at the last meeting. After some discussion the matter was, at the request of President Draper, of the University of Illinois, laid over for a time.

Professor Judson, chairman of the Commission on Accredited Schools, then stated the nature of the Commission's report and called upon President Carman, as sec-

retary of the Commission, for a detailed statement. (See appendix for full text of the report.)

Professor Whitney, of the University of Michigan, reported for the Board of Inspectors, a partial list of approved schools.

This brought forth the following:

PROFESSOR JUDSON:

If some of the gentlemen from Ohio are present I will ask one of them to state what was said to the Chairman of the Commission yesterday in regard to certain legislation in that state which I think will be of interest to the Association.

PRINCIPAL HARRIS, of the Central High School, Cleveland:

As a result of the work done by this Association in establishing uniform entrance units, the legislature of Ohio, for the benefit of Colleges of Law, Medicine, Dentistry and Pharmacy has enacted a law classifying Ohio high schools with reference to their ability to prepare students for admission on certificate to such colleges. The law defines entrance units as these have been defined by this Association. The work of classifying high schools is entrusted by the law to the Commissioner of Common Schools, who has recently published the results of the classification.

The first class of high schools corresponds to those which have been put on the accredited list by the Board of Inspectors of this Association,—the same in number of units, number of weeks, and in required number of periods. The second class of high schools is made up of those teaching fewer weeks in the year and offering fewer units; and the third class includes practically all other

schools that call themselves high schools. Recognition of certificates is denied to high schools that fail to make reports to the School Commissioner. While the law refers only to admission to Colleges of Law, Medicine, Dentistry and Pharmacy, the general result is very readily seen. Many of the schools of the second class will not care to remain upon the second class list. Communities have been stirred to improve their schools. And it is said that in another year we shall have a large increase in the number of the first class high schools in the state. I feel that a great deal of credit is due to the work that has been done in this Association.

Upon request of Professor Judson, President McLean, of the State University of Iowa, then addressed the Association.

**PRESIDENT McLEAN :**

I did not know that this inquiry was to be made, but I am very happy to make answer. There is a State Teachers' Association in Iowa, having a "college section." The "college section" consists of fifteen so-called standard colleges, plus the State University. To be a member of this college section there must be a meeting of certain requirements, somewhat along the line of the requirements suggested by your Commission, though not so high as the requirements that you are now suggesting. These colleges have recently, through a conference of the presidents of these colleges with the president of the State University, made arrangements for what might be called a clearing-house at the State University. The blanks, for example, with reference to the accrediting of schools that are sent out officially by the State University, are distributed to these various colleges. These blanks we at the State University now propose to make uniform with the blanks that shall be sent out by this Association to the

colleges of Iowa—the fifteen colleges will also, I understand, accept these same blanks. It therefore becomes clear that we are making progress toward this unification that you desire; only in the State of Iowa a sub-clearing-house for the greater clearing-house that one day must come, under the administration of your Commission, is to be found.

It seemed to me a very interesting thing that just as this Commission was issuing what proposes so much of good, in my opinion, there should be found at least one state in line where all the colleges, with the University, were ready to take up the rope that you throw out. I think that is perhaps what you wanted to know.

The President then called upon President Jordan, of Leland Stanford, Junior, University, to address the meeting. President Jordan spoke as follows:

PRESIDENT JORDAN:

As far as Stanford University is concerned, we have been compelled to allow the different state universities and state authorities to examine their own secondary schools, and then we have taken the various reports of all kinds that come to us as so much evidence; a statement of the high school that a student has done such and such work is to be evidence that it is so. If we feel any doubt we appeal to the State University for more evidence, and if we feel any final doubt we examine the individual.

I was interested somewhat in the discussion of this morning, because it looked as though the whole matter of colleges and schools and secondary schools were drifting into a kind of chaos. As far as I can remember, we have been drifting into chaos ever since the old classical courses were more or less dropped or modified in this country some thirty years ago. It seems to me the best thing possible that we should drift into chaos, and such

work as modification has been in the direction of augmenting the chaotic condition. It seems to me that the individuality of the different schools, and above all the individuality of the different teachers and pupils, were far more important than any general schedule. In many cases the secondary schools will go on and become in a large degree collegiate institutions. They are doing better work, some of them, already than many of the so-called colleges in the nature of advanced work, and it would be a very poor high school that is not doing better advanced work than the smaller colleges of thirty years ago.

Now I do not think it is at all necessary that we should all make the Bachelor of Arts degree signify the same thing in all universities or in the same degree. If Columbia University wants to give the degree in two years, that would be a good idea. As things are, *we* shall continue making it four years, and we should be glad to make it five years, and we should be glad to throw overboard the whole bachelor's degree. All degrees are mere names, and the attempt to make the same name signify the same thing in all parts of the country is not going to be successful and is not to be desired.

So I am in favor of chaos, because during all this chaos we are keeping in mind certain things. Among these, the desirability of advanced work that is not strictly professional; the desirability of building up our advanced work on the basis of science and literature and whatever may be necessary for the professions. We are tending all the time toward making more and more enlightened professional men. We are gaining by bringing all the various kinds of schools together. The students in technical lines certainly help the classical students by giving them an idea of seriousness which they did not always have before. And it is a great thing for the technical students to be brought into relations with the students in Greek, because

it tends to prevent them from becoming illiterate and from passing final judgment upon the things that we call humanities.

I want to say that the most hopeful thing in the present situation is the condition of absolute chaos into which we are drifting, because it means the individualization of American schools, the individual influence of teachers and the opportunity for students to get whatever they want in some place or other—making the individual more important than the system is.

The work of the Commission was then thrown open for general discussion.

PROFESSOR SACHS:

That condition of chaos which President Jordan approves of, I take it, is to be the preliminary to a settling of the difficulties which confront us now, but I hardly think that we are likely to reach a settling until the several parts make clear to themselves—far clearer than is just now the case—their limitations.

Speaking now for the secondary schools and as a member of the secondary profession, the feeling that is most prominent in my mind is that no greater danger besets the secondary teacher than the blind hope that he can at some time or other, or through some peculiar circumstances, supplant the work of early college years. I believe we are as far removed from that as it is conceivable to be at the present moment. I have the feeling that our secondary work is distinctly inferior—in quality particularly, if not in quantity; certainly in quality—to what it should be, and it is vain to attempt to undertake what is beyond our province with the peculiar conditions that are just now most manifest in the teaching profession. Our teachers are not—taking it in the broadest sense—competent to do the work which they attempt, and there is no

need of our blinding ourselves to that fact. Until we create throughout the country the feeling that the teacher must grow, must feel what the peculiar responsibilities of his condition are, we are going to bring disaster into the general course of education.

I see no growth, no advance in these recent years—I mean in the quality of the work. Looking back upon the college graduate of thirty years ago and comparing him with the average product that graduates from our colleges to-day and enters the teaching profession, I think that the present product is far inferior to the former products—to what the former representative brought in the way of seriousness. And the worst feature that characterizes him is this aimless groping for situations which he is not competent to fill.

If we could only make it clear to ourselves where we should put the limitations upon our own efforts, and then make those limitations marked for our pupils, there would be distinct hope. We can teach political economy if certain schools feel that that is a proper subject, but let it be clearly understood what kind of political economy—what small degree of political economy—we can teach. We can also teach commercial subjects; but let the difference between them and the kind of work which the college does, be constantly kept before the mind of teachers and pupils.

This “elective system,” which has received so much approval in so many quarters and which certainly is a well founded reaction against the older conservatism that formerly prevailed, has brought with it a multitude of evils. Our pupils are led to entertain the belief that they can do anything; that the work outlined by the university is work that really requires of them no attention; that they have gone over it. Now a teacher full of conscientiousness, knowing the difficulties that the young pupil encounters, will not foster such thoughts in his mind;



and therefore I for one would rather not see that constant extension which takes in subject after subject, and course after course, and which is rapidly disintegrating the moral fiber of our pupils—for that, I think, is going rapidly to decline under this movement along the line of least resistance in which pupil and teacher share equally.

As to this system of accrediting schools, I have been very much interested in the report of your commission, because you are very much more favorably placed in the middle west than we in the east. You have certain centers, and those centers are powerful enough to control and influence the secondary school system. We had chaos of the kind that Dr. Jordan mentioned, as far as our secondary schools are concerned. We made the first step out of that chaos when the college examination board was established, and endeavored to bring about this at least: that the examinations should not be as varied as the colleges that undertook them. I think those who have the examinations and the work of the examining board most at heart feel that the last word has not been spoken on the subject. It is a movement in the right direction with them, and under existing conditions in the east it is far better than we have had. We hope that, somehow or other, this system of accrediting shall some time or other find its way into our schools, but we hope it will be done with great caution. We haven't state universities—central institutions that command the attention of a whole community in the state; but what we have are a number of colleges of first class importance, and we trust that at no very distant day six or possibly ten of those institutions shall create a body which shall pass upon the merits of secondary schools. No one institution—not Harvard University, nor Yale, nor Columbia—can undertake, or should undertake, to do that, but by dividing up the district among themselves, with full confidence in each other's judgment, there is no reason why there should

not be a hundred or more schools in that district passed upon after the most careful examination, frequently tested and then accepted by the related institutions as desirable schools.

To me the great advantage of this accrediting system seems to be the greater distinction and the satisfaction that such a system of repeated and constant scrutiny brings to the schools themselves. The present system of examinations is in every respect unsatisfactory to the schools. It does not give them an opportunity to present under the proper conditions their powers. They are informally represented at the examinations by pupils, and they are judged informally, but none the less severely, by the condition of mind in which their pupils find themselves at these examinations. I think that every teacher of standing and earnestness would much rather be subjected to a very close scrutiny, which such a Board of Inspectors would institute, and then go on record as having attained a standard that entitled him to recognition, and then work to maintain that position for a number of years. In that respect I think that the plan of the middle west and of the west generally, has much to commend it. I think on the other hand that we of the east may not be as far remote as appears at the present moment from a helpful solution of the difficulties.

But I would repeat once more that every effort should be made to have the teachers in the school recognize that the burden of the proof rests upon them—not to undertake too much, but to endeavor to grow within the limits that are legitimately their own.

PRINCIPAL BOLTWOOD, of the Evanston Township High School:

I should take most decided issue with the idea that the pupils who entered college in my time, in 1849, were better fitted in any respect than those that we send now.

And I am speaking with some assurance of this, because of my own college class—'53. How in the world the secondary schools could be better taught in those days, when they were the product of colleges who received their graduates with a much shorter limit of time than we have now, and when they were taught, as a rule, by a much smaller proportion of college graduates (take it in my own class: those who were fitted were fitted on the narrowest possible lines), I don't know. The colleges had their requirements, but nothing was taught in the schools, particularly in these secondary preparatory schools, except the bare limit. Phillips Exeter in those days taught just enough algebra to comply with the limit—which took it to quadratic equations. The sciences were utterly ignored. The teachers (in my experience in New England) that were in the various "one-horse" academies, as they were called, were very seldom college graduates, and if they were, they represented those that were trained along very narrow lines. Our curriculum in all the high schools and secondary schools was narrow. We didn't attempt to do very much of anything, except what could be done by the average pupil in three years; and in fact, in Amherst Academy, where I fitted, I did my work in two years, and it was not because I was an extraordinary student, but simply because I could do in that time the minimum that was required for entrance into college. There is a much larger proportion of well-equipped schools now, and the work that is done now is that which prepares students for the wider range of colleges. They did it on narrow lines and with a certain degree of intensity; but comparing the work of the colleges of those times with the colleges now, that same preparation would be laughed to scorn if we should offer it to any college, even to those who should allow them to pursue their work along the narrowest lines.

The colleges are raising their requirements system-

atically; the secondary schools, so far as I know, are meeting them, and I cannot believe for one moment that we send pupils that are less qualified to do college work.

In regard to this question of accredited schools, the preparatory schools have got to be heard from, and that very soon. Otherwise you get a report of a committee of seven and they hold up a requirement in history that the public schools do not believe in as a rule. The colleges ought to allow free equivalents. We want colleges to allow a reasonable system of equivalents for good work that is done along the line of college work, and we do not want to be limited to a particular number of pages of a particular author or subject; we do not want to be tied too sharply to hours. One female college the other day was rejected because its periods in science, which were up to the letter of the requirement, were not one hour a day;—they were only 45 minutes. And they put down that the book should not have less than 300 pages, and I counted up that ours had only 295, and I suppose that ours will be rejected on that account. I do not believe in insisting on these minutiae and insisting that the public schools particularly shall be compelled to fit their courses to meet the conditions of a committee of seven, or seventy, that sit up in their judgment seat and ask the schools of the whole United States to shape themselves to their idea of what they like to do with a student when he comes to college.

Principal Harris, Central High School, Cleveland, moved that the report of the Commission be accepted and adopted.

This motion was seconded by Superintendent Nightingale.

PRESIDENT DRAPER, of the University of Illinois:

I suppose there are quite a number here who know that I have been a doubting Thomas about this whole matter. I am as anxious to agree with my associates in

educational work as anyone can be and I am not utterly beyond hope of being able to agree about this matter; but I never become very enthusiastic over anything until I am convinced, and I am not convinced about this whole thing. I do not want the university that I represent to be misunderstood or to be injured by the fact that I am personally not convinced, either. I would like to get into this whole subject rather thoroughly. I would like to ask some questions of my colleagues, and I would particularly like to put some questions to Dean Judson, who has been thoroughly immersed in this movement and for whose opinion I have the highest regard and respect; and with his leave I will ask these questions informally, for the purpose of going into the heart of the subject, to the end that we may all have light and that we may go at this thing enthusiastically or indifferently, or let it alone.

First, I ought to say that I have been somewhat puzzled by reason of the fact that when we met out at Northwestern University seven or eight years ago it was definitely and expressly agreed—it was not only commonly understood by all who participated in the formation of this association, but it was expressed in our fundamental law,—that there should be no legislation, no action in this body calculated to discriminate for or against anybody. There was to be no action in this body which should be binding upon individuals or which should be looked upon as within the range of such possibilities. I say I have always had that in mind, and it seems to me that in going into this subject in the way we have, and particularly when we get to the point of levying an assessment of \$200, that we are radically departing from the fundamental principles upon which this organization started out.

Now it may be well to depart. I am not saying that it is not; I only say that we started out from that standpoint; and as I came from the east, I am a little slow in getting up with the body of the procession in the event of

a radical departure. However, if there is any real point about this whole business; or—perhaps better than that—if there is no harm about it, if there is no unfairness to anybody about it—and by anybody I mean people who are doing the best they can and going to their utmost limits of wisdom and strength—then I should like to agree about it. Now I would like to ask Dean Judson two or three questions, and I think he will believe me when I say that I do not ask these questions with a view to controversy, but solely and only with a view to light and understanding.

Mr. Chairman, I would like to ask Dean Judson what he considers the point of this whole movement, and before asking him to answer that I will say that I have looked upon the real point of the movement in the east to be the accommodation of students in getting entrance to college, to the end that they might have the examinations near at home and not go to college upon any uncertainty. We are not put in any such situation as that here, so the point of this action in this body cannot be the same as that in the case of the New England Association or in the case of the Association of the Middle States and Maryland. What is the real point, what is the educational advantage from this movement in this territory?

DEAN JUDSON:

I was not myself in Evanston when this movement was initiated. At the sixth annual meeting of the Association in Evanston (I read from the records) a paper was read by Dean S. A. Forbes, of the University of Illinois, on the desirability of so confederating the north central colleges and universities as to secure essentially uniform or equivalent entrance requirements. As the outcome of the paper (I am reading from the records) and the discussion which followed it, a committee of which Dean S. A. Forbes, of the University of Illinois, was

chairman (See Report of the Commission on Accredited Schools, p. 3) was appointed to take into consideration on the following day some line of action on the suggestions thrown out in the discussion of the paper. Then follows the report, which was adopted by the Association. In other words, the movement originated in the very interesting paper of Dean Forbes, of the University of Illinois, and he was the chairman of the committee which formulated this plan. It was adopted by the Association, and my understanding of the foundation of it was this: that it is not legislation by the Association, in the sense of binding any of the members of the Association to anything against their will; that those members of the Association who choose to come into the work and co-operate with it are free to do so; that the assessment—"contribution" would more accurately describe it to-day—is simply a voluntary contribution by those colleges in the Association that see fit to co-operate, and therefore of course is not in any sense an assessment upon the colleges of the Association. This is a voluntary affair on the part of such colleges and secondary schools as see fit to take it up.

PRESIDENT DRAPER:

Any "voluntary contribution" that has any element of either legal or moral coercion about it is the worst thing in all the world, isn't it? You would look upon a college in this territory—you people who are specially interested in carrying this work on in entire good faith and, as you believe, to the educational advantage of this territory—you would look upon a college in the territory which would refuse to participate in this contribution, as you call it, as mean—small?

DEAN JUDSON:

The first question of the President I decline to answer, because it is a general proposition in ethics. As to the second question, the President has asked my opinion as

to the quality of an institution that does not contribute being mean. That I shall have to answer in the negative most emphatically. I do not think that is the case. It seems to me that institutions are perfectly free to abstain in whole or in part if they see fit to do so. I should regard that simply as a difference of opinion. I think when I was young I had a notion that the fellow who didn't agree with me was mean. It seems to me the fundamental principle of this Association is absolute freedom. I agree with the President there. Absolute freedom—and we can do just as we please and respect one another in doing so. I speak for myself, President Draper, but I think I voice the sentiment of the entire Association.

PRESIDENT DRAPER:

I think we are agreed there.

DEAN JUDSON:

I come to the President's next question: as to the purpose of this movement in our section of the country. I look at it as having a double purpose.

(1) The convenience of students is subserved in this way. It is the general practice throughout our section of the country to accept a student without examinations by the college which admits him. There we are practically all agreed; and I fancy that we are going to continue in that system here. Now if all our students went from a given section of the country to a college in the immediate vicinity, it would be a local question and very simple. That is not the case. Students come to the institutions from various parts of the country. I venture to say that a considerable number come to Champaign from other states than Illinois. And when I was in Minnesota we had students from Iowa and the Dakotas. And so throughout our territory. Now in many cases, if a stu-



dent can be reasonably sure that having complied with certain conditions he is likely to be admitted to any institution within the limits of the territory, why it is a convenience to him, and I think that is a tangible, practical convenience. Now you may say in reply to that that of course a student may go to any of these colleges and conform to the conditions and be admitted. That is true. The point is, however, that the student does not always have a clear knowledge of what those conditions are. And that puts it clearly in the minds of every pupil and teacher throughout that district.

(2) The second purpose is the convenience of the colleges concerned. If we have a fair degree of unanimity throughout the colleges in the Association, why the colleges in the district know that if a student comes from a certain school they will have no more bother about him. And when the work of the Association is carried on further, as I believe it will be, the average college will not look further than the fact that the school is an accredited school within the Association. In other words, it will lessen work.

Now take a case of this sort: Here is a system of inspecting by one of the colleges, which extends over a given number of schools, that is, in the given state. Another college is in another state and has to inspect another state. And so on. Now some of those schools are inspected and inspected and inspected by a great variety of inspectors. The question is, is it worth while? I am inclined to think that when this system is worked out and the whole thing is somewhat unified, a great deal of that inspection will become unnecessary and will be dropped. That is to say, multiplication of work and multiplication of expense will be stopped.

(3) I look at it therefore as a convenience for the secondary schools in simplifying the relations to all the colleges in the Association.

I believe therefore that the purpose is to subserve the convenience of the colleges, the convenience of the secondary schools, and the convenience of the students because of prescribed courses in the secondary schools. Those are the primary purposes as I see them.

PRESIDENT DRAPER :

What will you say about the influence of this movement upon the educational advance—as a stimulus to public education? Do you think it is advantageous or otherwise?

DEAN JUDSON :

Can't see how it would be otherwise, from my point of view. I can't see how it is any serious injury to education for schools to work together, and that is what this amounts to—co-operation. Now it has been the purpose of the Commission, not to lay down hard and fast rules, but to allow fair play for individual conditions and to lay down such general conditions as can be conformed to without any serious difficulty.

PRESIDENT DRAPER :

Well, Dean Judson, what do you say of the influence of this movement upon colleges that are not organized under its terms, or upon high schools that are not governed by its operations?

DEAN JUDSON :

So far as I can see, the tendency has been to make them come up to those conditions by raising the standard of their work. Or—I think this is entirely possible—suppose that a given school can furnish all the work that is laid down in our little manual here. Very good: that is a school of a certain grade. Another school is perhaps not able to do all that. What can they do? They can conform to it as far as they go. I think, President Dra-

per, the tendency would be to lift the standard in one of those two ways; either by adding to their resources in various ways so that they can do a larger and better class of work, or to do a better class of work in the field which they cover. Now as to the first, it was my experience in Minnesota that very often a school was not backed up as the community and the state could afford to do. We were told by the state university that they could not admit our schools. Why not? Because "There are such and such things lacking." Well, in the great majority of cases we found that that was the fault of the school board, and they then supplied those things that were lacking.

PRESIDENT DRAPER :

Well, Dean Judson, you will recognize the fact, I have no doubt, that in the territory of this Association there are hundreds if not thousands of high schools in ordinary towns whose students the University of Chicago—to say nothing of the University of Illinois—is willing to accept, who are in moderate circumstances, with a small number of teachers, and who have had about all the pressure that they can stand—high schools that are sustained about up to the limit of the town that supports them—won't you?

DEAN JUDSON :

I have seen so many of those that I think I should recognize them on sight.

PRESIDENT DRAPER :

What do you say about putting more pressure upon them?.

DEAN JUDSON :

I will say this, that so far as the pressure is concerned it is brought to bear where it will bring some fruit. Now when we come to a town where nothing can be done, we cannot do it, that's all.

PRESIDENT DRAPER :

I for one think that the great body of high schools are doing all they can.

DEAN JUDSON :

I think I should be readier to admit that, if it had not been for what I saw in Minnesota. They said the very same thing, and yet some fifteen or sixteen years ago when I was there we had, I think, only some dozen or twenty high schools that were of the first class, and I think that I was told yesterday there are now 141. Now I don't believe, from my knowledge of the state, that any one of those towns is doing for those schools any more than it could do. They thought then they were doing all they could do. As a matter of fact, they are doing a great deal more, and I do not think they are suffering very seriously in the process.

PRESIDENT DRAPER :

Dean Judson, you understand that this system, carried into full operation, will in no wise interfere with existing instrumentalities?

DEAN JUDSON :

That has been its fundamental principle from the beginning.

PRESIDENT DRAPER :

That is, where a state university maintains a system of inspection, that it is not to be expected to give it over in any way or to modify it because of this movement?

DEAN JUDSON :

That is none of our business.

PRESIDENT DRAPER :

I thought so. I am glad we agree about that. On that point, however, I think a state university is bound to help every educational instrumentality in a state. I do

not think it is entitled to do anything which produces results which it is fearful of permitting everybody else to have the advantage of, I may say.

DEAN JUDSON :

No objection to that proposition.

PRESIDENT DRAPER :

I don't believe in educational selfishness or monopoly any more than you do. Now then, is it the purpose of the Commission to employ an inspector of its own?

DEAN JUDSON :

Not where existing agencies supply the place. Of course there are states and there are communities where those agencies do not exist. In those cases we shall in the end have to employ inspectors of our own. In the existing condition we have not had to, and where that was done by the states they put their officers at our service.

PRESIDENT DRAPER :

Now that is all easy so far as the University of Chicago is concerned, but it might bear very hard upon others, because you are rich and we are poor.

DEAN JUDSON :

I don't see the bearing of that.

PRESIDENT DRAPER :

Why, here will be a very considerable expense connected with this thing that won't be levied upon us that participated in it, but we will be expected to contribute.

DEAN JUDSON :

You refer, of course, to future responsibilities.

PRESIDENT DRAPER :

Yes.

DEAN JUDSON :  
Not present?

PRESIDENT DRAPER :

No. Suppose—if I may explain a little more—suppose we come to a state where there is no existing instrumentality, and your Commission thinks that a dozen high schools in that state ought to be visited and inspected. You would doubtless agree with us that reports don't count for a very great deal?

DEAN JUDSON :  
They are simply *prima facie*.

PRESIDENT DRAPER :  
That there must be an inspection in order to know about it?

DEAN JUDSON :  
Yes.

PRESIDENT DRAPER :  
Now suppose your Commission concluded to send a man to inspect a score of high schools in a state where there is no existing instrumentality. All the colleges in this enterprise would be expected to bear that expense? Well, I don't know that that is unfair, but I think that this ought to be said: there are other state universities here; they have opinions of their own, and there are some legal difficulties, I think, about a state university bearing this expense.

DEAN JUDSON :  
That is, of course, a question for legal gentlemen to settle. I think that Michigan sends out an inspector. The inspector of the University of Illinois, until he left the state, was a member of our board of inspectors. Wis-

consin, Iowa, Missouri have their own agencies, and by means of those agencies have been enabled to affect a large part of the work in this territory.

PRESIDENT DRAPER :

Dean Judson, who is to determine who freshmen students are?

DEAN JUDSON :

In the University of Illinois?

PRESIDENT DRAPER :

No; your commission; this commission. How is the matter of counting freshmen students to be determined?

DEAN JUDSON :

It is to be determined by information supplied to the Commission by each institution concerned. That is, our secretary will write to President Draper requesting him to inform us how many freshmen he has.

PRESIDENT DRAPER :

Well, I might have a different view from what the head of another institution might have as to what constitutes a freshman student; that is, as to who comes within the meaning of the requirement.

DEAN JUDSON :

President Draper's view is law for the University of Illinois.

PRESIDENT DRAPER :

Very far from it. Now you've gone wrong. But then good men do go wrong once in a while.

DEAN JUDSON :

I want to tell you that I am dead right on that. In this Commission we do not know any authority but President Draper.

SUPT. A. F. NIGHTINGALE :

As a member of the Board of Trustees of the University of Illinois, I want to say that Dean Judson is correct. (Laughter.)

PRESIDENT DRAPER :

The university, Dean Judson, requires 15 units, reckoning in the way you do, for admission to its college of literature, arts and science, and does not require as many units as that for admission to its college of engineering. Are the engineering students to be counted as freshmen?

DEAN JUDSON :

I will ask the Secretary to answer that, because he has had experience with that directly.

PRESIDENT CARMAN :

Of course the question could not be put to the Secretary in just that way. The Secretary encountered precisely that difficulty. The difficulty about this matter of levying was a question that was considered at the last meeting of the Commission. Letters were sent out and an attempt was made to determine from catalogues the number of freshmen. That would have been an easy matter in earlier years when there were not many colleges and each freshman was classed as a freshman. But in the University of Chicago that is not so. In this matter should we include the engineering students or should we not?

PRESIDENT DRAPER :

There may be a college that has nothing but technical students.

DEAN JUDSON :

Of course I suppose that it is clear that the requirements that are made in the college of liberal arts are not those that would apply to technical schools. But at the



same time that is a matter which is open and should be settled, and I could not presume to settle it.

PRESIDENT CARMAN :

As Secretary I would like to make one further statement. No expense has been incurred up to the present time that has not been met by the Association, but of the expense this year, about \$100 was, as I understand it, incurred for the printing of blanks and the report of the Commission.

PRESIDENT DRAPER :

But, Mr. Chairman, apparently there is to be no great expense connected with it.

PRESIDENT CARMAN :

That is the thought of the Commission.

PRESIDENT DRAPER :

Is not this of advantage to the high schools represented in the Association as well as to the colleges that are represented? Why should not this whole expense be borne out of general Association funds?

PRESIDENT CARMAN :

It was suggested at the meeting of the Executive Committee that was held at two o'clock to-day that the money be raised by asking each institution to contribute a certain amount.

PRESIDENT DRAPER :

I assume to say, Sir, that there is a flavor about the payment of this expense on the basis of the number of students that we don't hardly like to have go out.

PRESIDENT CARMAN :

Of course, as the committee said, the report was hurriedly made and it was hurriedly adopted. I think it is in order to adopt any modification that may be desired.

PRESIDENT DRAPER :

Mr. President, how many colleges are on the roll that would be assessed?

PRESIDENT CARMAN :

It would be a little difficult to answer that because of our complicated arrangement of institutional and individual members. There are 58 members of the Association that come under the head of colleges and universities. There are not, in the universities, more than half of that number represented in the Association.

PROFESSOR SCOTT :

A rapid running over of the list discloses 32 colleges. If the sum were evenly divided it would amount to about \$6.25 for each college.

PRESIDENT CARMAN :~

The difficulty was encountered by the fact that whatever expense is incurred is usually met by the person who acts.

DEAN JUDSON :

This plan, so far as expenses are concerned, is no part of the report of the Commission. It is action taken by the Association and is the foundation on which the Commission was formed, and we have nothing to do with that except to carry out the instructions of the Association. It ought fairly to be stated that this is primarily a University of Illinois movement.

PRESIDENT DRAPER :

Dean Judson, that article that you refer to declares that the expense shall be borne, as I recollect it, by the institutions represented on the Commission?

DEAN JUDSON :

No. This is the report of the Commission, and I find on the minutes of the Association—not of the Commission—that after considerable discussion (this was not the act of the Commission at all)—number 3 on page 5: “We recommend the expenses necessarily attendant upon the work of this Commission be assumed by the colleges represented on it in proportion to the membership of the freshman classes.”

PRESIDENT DRAPER :

Now what is meant by “represented?” Having a member on the Commission?

DEAN JUDSON :

Yes, sir.

PRESIDENT DRAPER :

But who may be members of the Commission?

PRESIDENT CARMAN :

The understanding was that each college or university that had a freshman class not under fifty should be asked to have a representative on the commission. And then after these have been appointed the President of the Association shall appoint a corresponding number of representatives on the Commission.

PRESIDENT DRAPER :

And then this expense shall be borne by those having a freshman class of at least fifty? What is approximately the number of the Commission? That expense of \$200 would be borne by how many institutions?

PRESIDENT CARMAN :

About twenty.

PROFESSOR GROVE, of Ohio Wesleyan University:

We probably would catalogue in our freshman class something over two hundred students, but we haven't anything like as much money as the Chicago University and it may come pretty heavily on us. I don't quite like the idea of putting the amount on the college that has the most freshmen.

DEAN JUDSON:

The University of Chicago is willing to pay any share that the Association compels it to.

PRESIDENT DRAPER:

Then I understand that there is nothing in this volume that is before the house at the present time?

PRESIDENT CARMAN:

That volume was adopted a year ago.

PRESIDENT DRAPER:

That is that list of accredited schools before the Association?

PRESIDENT CARMAN:

No.

PROFESSOR C. M. WOODWARD, of Washington University:

If we adopt that report, do we accept that list? Because I want to know just exactly what force that report would have if we adopted it. There was only one high school on that accredited list in the State of Missouri. In a city that has three high schools I understand that there was one from that state and only one. I cannot understand exactly how it is. Now I suppose every college in Missouri—I know Washington University—has a com-

mittee which attends to that matter. We have an accredited list of our own, every school mentioned in which has been examined by a member of the committee or by representatives of the faculty. Now I wish to know, if this is adopted, are we to understand that we accept this accredited list as a part of our accredited list? And if we do not, is it discourteous to the Association?

DEAN JUDSON :

May I again answer the preliminary question first? The accepting of a school by the Commission depends upon two things : first, the filing of a report by the school ; second, upon matters of inspection through state inspectors or similar sources. Now in a number of cases schools have not filed their reports. Of course we can act only upon those in which we have a report of the school on the one hand and adequate inspection on the other. Now we have not a report from the other two schools. And that is why a great number of schools do not appear on this list.

Now, secondly, it is understood that the action of the Commission is advisory on the members. It is at the option of any college to accept or not to accept, as you please. We should not regard it as a discourtesy if you did not. It would be a matter simply of your judgment.

PRESIDENT BRYAN, of the University of Indiana :

I would point out the case of Indiana. We have there a machinery for the taking of these examinations ; the State Board of Education is an official body composed of the presidents of the state institutions, and they choose schools in the state, the conditions being substantially the same as those here. And then I have one further question. I have realized the advantages of this system of accrediting schools as applied to a single state. I have seen for a number of years how it tends to bring up the

town to the best established high schools. We have in Indiana a state law under which every township is entitled to a high school, and in many of the townships of the state every township has a high school, and every child is entitled to a free high school education whether it resides in the township or not. The general effect has been to bring up the standard, and I realize all the advantages of it. But on the other hand I have a theory that we are tending in America toward the rigid fixation of our entire school system and that we are fixing it too long—far longer than it was in this country twenty-five year ago or before that, and as long as it is in France or Germany at the present time; and I am afraid that twenty-five years from now we shall have a system of twenty years of school life, from the age of six, rigidly fixed, from which it would be almost impossible for us to escape, and therefore I think we should be slow to control the matter of fixing such a long period.

PRINCIPAL ROBINSON, of St. Paul:

I notice in the report that only one school in Minnesota was mentioned, and that no school in Minneapolis or St. Paul was mentioned. I do not think that is any reason for objecting to the report. It is not to be expected that the report shall include every school in the country. The first report would necessarily be incomplete. I don't believe any Minnesota man is going to take exception to the fact that only one school is mentioned, although in the case of a state where the state inspection was rigid and thorough, as it is under the state law of Minnesota, the problem would be easier to get at the status of a good many of the schools than it is in some other states. Now with reference to the point of the last speaker, I can't see that that has anything to do with this report—the matter of shortening the period of school life. I am frankly in favor of it, but I cannot see that that has anything to do

with the adoption of the report. And I would like to see the adoption of the report.

THE PRESIDENT:

If there is no exception, the Chair will infer that in adopting the report the list of schools is adopted. Principal Harris moved that the report of the Commission be accepted and adopted. This motion was seconded by Superintendent Nightingale.

PRESIDENT DRAPER:

Why is it that the report is not printed until the 10th of June?

PROFESSOR WHITNEY:

It is according to the regulation adopted last year. That gives the Commission time to receive the reports of the different schools.

PRINCIPAL HARRIS:

I would like to inquire if the Commission is ready to accept the accredited schools of the state of Ohio? The state commission has classified three classes of high schools in Ohio, and so far as I know, all the schools of the first class would be entitled to recognition from this Commission. Would this Commission accept the recommendation of the State Commissioner of Ohio?

PROFESSOR WHITNEY:

I cannot answer what the Commission would do, but I can tell what I think they ought to do. It is the opinion of the Board of Inspectors that no school should be placed upon this list unless there was someone present who had actually examined that school. It is easy enough to bill a school on paper; what we want is someone there to be able to answer the questions that the board will ask regarding each individual school.

**PRESIDENT HOWARD AYERS**, of the University of Cincinnati:

I would like to ask another question. The University of Cincinnati has a list of its own, which does not cover the entire list for the simple reason that we have not sent our examiners all over the state. Would this Commission accept the list of the University of Cincinnati?

**PROFESSOR WHITNEY:**

I might say that this board of five inspectors was created to hold office for one year and then give way to another board, and it was the intention of this board to act thus: the board would set a time for meeting and then they would like the inspectors of all the institutions in the whole territory to be present and confer with them regarding schools, and then the board was to decide whether of the schools represented each one individually should be placed upon this list or not. When that time comes the inspector of the University of Cincinnati would be invited to be present and to present the list of schools that he has. The Commission thought it would be better to present a partial list at this time than to present none at all, but the understanding of the Commission was, I think, that this list was to be presented, but not printed until this list was made complete in June.

**PRESIDENT JESSE**, of the University of Missouri:

I would like to know whether it would not be exceedingly embarrassing to some of us to have that list appear. For instance, in the state of Missouri, where we have been maintaining a system of inspection for years in the university, there is only one Missouri high school, and that was put on that list without any consultation with the inspector of schools in Missouri. I do not mean that that inspection should have been had, nor do I mean to criticize; but with quite a large number of schools of second-



ary character and of the best quality in practice, it would be a little embarrassing to us to have that list go out with only one Missouri school on it and a number of Missouri gentlemen here present. Why, my mail would become voluminous with inquiries as to how that happened. I suggest that we might receive the work of the inspectors as far as it has gone, and adopt the rest that is to come.

DEAN DENNEY, of Ohio State University:

I should be very sorry to see this list adopted so far as the State of Ohio is concerned. I think there is an entire misconception here as to the classification that has been made by the State School Commissioner of Ohio. That classification of high schools has been made upon paper reports sent in by the schools themselves, and is not the result of inspection of those high schools. As for giving to the members of this Commission or to this Board of Inspectors the information necessary for them to judge whether the graduates of such schools are fit to enter the colleges and universities represented here, why that information is utterly lacking. The list that has been prepared by the Commissioner of Schools of the State of Ohio is, as I said, but a purely paper list and not the result of inspection or examination.

There is, however, actual inspection of high schools going on in the State of Ohio at the present time. Within a year the Ohio State University has provided for and appointed an official inspector, or visitor, of high schools, and he has been occupied during the present year in visiting the principal high schools of the state. Now if this board of inspectors desires information as to Ohio high schools, it may go to the Commissioner's report, but I should recommend that it go to Mr. Boyd, the high school visitor of the Ohio State University, who has inspected the high schools of Ohio and who is here present.

DEAN WOODWARD, of Washington University:

It seems to me that we are now getting down to a point to show the entire worthlessness of this report. If any body of men is to go to each individual state or to each individual university and ask them if they have examined such and such and such a school—"Yes." "Did you find out where they go?" "Yes." "Is it on your approved list?" "Yes." "Then it goes on to our list."

Now what does it mean? It doesn't mean anything. It is not going to add one straw of information to anybody. It gives no force, because we do not conduct any new examinations. We impose no new tests. We simply take the examinations that have already been made, and adopt lists that have already been adopted. Therefore, I think it is worthless. It conveys no information to me that is worth having.

PRESIDENT KIRK, of the Kirksville Normal School:

I am going to vote for the omission of the printing of this list of schools because I shall feel just about as President Jesse when I get back, but I think if it could be understood what the purpose of the Commission is and what the purpose of this board, represented by Mr. Whitney, the chairman, is, that you would approve of it. In the report of the Commission made and adopted last year, it is provided that there are certain fifteen units by which high schools and secondary schools shall be known to be approved by all institutions. The purpose of this report made by Mr. Whitney is to show, when it shall become a completed report and every state has an opportunity to be fully represented in it—the object is to show all the secondary schools in these eleven states who meet all the requirements of this Association, so that in the State of Missouri while the university has perhaps 125 schools approved according to its standard, there should be perhaps forty or fifty when they have a fair chance to show

claims, which would be on its approved list reported by Mr. Whitney. And I want to say on behalf of these five inspectors, that I think they have done some very arduous labor and they have tried very hard to reach all the states, but there has not been time in which they could do that, and I think we are under some obligations to them for the great struggle that they have made. At the same time I am sure there would be the feeling that is represented here by President Jesse when the people know that the high schools have not had a fair chance to be represented. Therefore I think a motion to postpone the printing of the names should prevail.

PROFESSOR WHITNEY :

I don't know of anyone here that wants to print. I know this board of inspectors don't want to print this list. The idea was simply to make a provisional report, and I said at the beginning that we were very much embarrassed trying to get a quorum. Some of the members of this board of inspectors have never been able to meet with us, and the Commission said yesterday: "Go ahead and make a partial list." We do not want to make a formal report; we are not ready to report; we simply can show what we have done up to the present time. The report of the Commission states the standard of these various schools. Now the University of Michigan has, I think, upon its list about 250. I don't know how many are on here; perhaps fifty or seventy-five; we have not been able to reach the others. Some of them will not rise to the standard we desire for years.

PRESIDENT AYERS, of the University of Cincinnati:

The state of Ohio has done exactly what this Commission proposes to do. Its list has been made out by the highest authority in the state with reference to common schools, and there is no question but what all of the best

high schools of the state of Ohio are in the list of the first class. Whether there are other schools not entitled to be there remains to be seen. Now with reference to the other lists, I am not on the floor to-day to defend the list of the state commissioner. The University of Cincinnati has not accepted it. We make our own examinations and have done it for three years. But we haven't covered the whole state. Now the question is, whether the Commission is going to accept a list of several universities, and if so, whether in the list to be published in June the Commission will accept these several lists if sent in. In the city of Cincinnati we have three large high schools. There was only one mentioned in that list, and that in the highest. Now there are two other schools. It seems to me a very pressing question whether we are to make up a list or not,—how long we are going to use it, and whether we are going to get a satisfactory list of all the high schools covered by that report.

President Draper moved as an amendment that the list be withdrawn until next year. Dean Judson, with the consent of the Association, withdrew the list and also requested that the report of the Board of Inspectors be regarded as a report of progress.

PRESIDENT DRAPER :

The understanding being that no list is adopted?

DEAN JUDSON :

Yes.

Dean Judson's request was then granted by consent.

PROFESSOR JAMES, of Northwestern University :

I think this report, if adopted, will help us very decidedly in this state. For four years we have been working on this very problem that has been worked out in Iowa

very successfully. There are six members of the commission that was appointed in Illinois. It seems to me it would mean a very great deal for us in Illinois if President Draper is converted to this report. I don't know that he is.

PRESIDENT DRAPER:

Oh yes, I am. I want to make you all happy.

PROFESSOR JAMES:

I see Dean Kinley is present. He met with the Commission in Springfield and the very same argument that has been brought out to-day was brought out at that time. The Commission adjourned, to be called on the future call of the chairman of the Commission, and I am waiting to see what is to be done here to-day and to see whether we can have the co-operation of the institutions of the state before this local commission shall be called. If this report is to be adopted to-day we are then in a position to make a list of accredited schools, such as now obtains in Iowa, and I think that will help very materially.

There is one point, however, that needs to be touched on. It does not apply particularly to the work of the North Central Association. There are in the state of Illinois a good many so-called 'colleges.' What we are trying to do in Illinois is to have a certain minimum requirement for admission to this accredited list. Now it seems to me that we in the North Central Association, can agree upon certain standards of admission to the freshman class that will help the college situation in all of these states.

Farther, I believe it will be a good plan to prepare a uniform requirement for high schools. There are some high schools who want our help. They are not willing to take the report of any one institution. They are will-

ing to take the report of a combination of institutions. One school board can be affected, perhaps, by the University of Illinois; another would prefer to take a report coming from the University of Chicago. So I think we can bring the pressure upon those high schools that can just as well as not enter upon such a course as has been here outlined, and for the smaller high schools I think we have enough of the township high schools for those who graduate from the small high schools to enter—or they can go to the university, such as the University of Illinois or the others in the state.

PROFESSOR KINLEY, of the University of Illinois:

Our action at Springfield last winter was not in any sense intended to prejudice us or to foster opposition here. There are some technical matters involved in that that are not involved in this.

The motion to accept and adopt the report of the Commission was then put and was carried unanimously.

The matter of raising money to meet the expenses of the Commission was then brought up again. Professor James moved that the expense of this work be distributed among the colleges and universities represented in the Association, in proportion to their total enrollment as given in their last catalogues, including the professional schools.

PRESIDENT DRAPER:

When this proposition was first advanced two or three years ago, the expectation was that there was to be a very considerable expense connected with it. It was out of that expectation, I take it, that the proposition grew to levy a tax upon the colleges deemed to be

interested, in proportion to the number of their incoming classes. Now there is to-day no very considerable expense connected with it. It is really only a very small matter. It is very possible that the expense of next year won't be \$200. I think that there is danger of a surplus in the treasury. I suggest that the way to dispose of this small expense is to make it an Association charge and direct the Executive Committee to make the membership fee a little larger, if need be, or direct the Executive Committee to report to us how much advance in membership fee there ought to be to make sure of covering this expense.

PROFESSOR JAMES:

It seems to me that if this Association is going to do the work that it ought to do, we ought to get in all the colleges, if possible, within the territory covered,—that is, if we are going to do any efficient work over any considerable length of time in any direction. To make an assessment upon the colleges and universities in the Association—to make that assessment uniform, is a burden upon the smaller institutions and will cut them out more and more. To attempt to make the assessment upon the basis of the freshman classes is really impossible and most absurd. In my opinion, we ought to hold on to the present fee.

PRESIDENT DRAPER:

I move that the whole matter be laid on the table. The purpose of that motion is to relegate the whole subject to the ordinary revenues of the Association—make it an ordinary Association matter. I think it is so small that the ordinary revenues can take care of it easily.

President Draper's motion was seconded and unanimously carried.

PROFESSOR HOLGATE, of Northwestern University:

Now, Mr. Chairman, I would like to inquire from what fund this \$100 will be paid. Under what regulation? On page 5 of the report that was adopted last year, the expenses of the Commission are to be paid in a regular order. Have those expenses been paid in any other way?

THE PRESIDENT:

The bill for printing the Proceedings of the Association has been paid. The bill for printing the blanks is before the Commission.

President Draper then gave notice of an amendment to the constitution, increasing the annual dues of institutions which are members of the Association, to be acted upon next year.

Professor Holgate moved that until the next annual meeting the President of the Association be authorized to approve bills contracted by the Commission, and that these bills be paid as a part of the regular expenses of the Association. Carried.

The meeting then adjourned to meet at Kent Theater at 8 p. m.



### **THIRD SESSION, FRIDAY EVENING.**

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The Association met at Kent Theater, University of Chicago, to listen to an address by President Jordan.

#### **AMERICAN UNIVERSITY TENDENCIES.**

**BY PRESIDENT DAVID STARR JORDAN, LELAND STANFORD UNIVERSITY.**

(Abstract of Address.)

The business of the university is to train men to know, to think and to do. To be will take care of itself, if the others are provided for. Wisdom is knowing what one ought to do next. Skill is knowing how to do it. Virtue is doing it. Religion is the working theory of life. It deals with the reasons why one ought to do. To all these ends the university is devoted. It does not make men. It remodels them to bring the powers they have to greater effectiveness. It brings, according to Emerson—"every ray of varied genius to its hospitable halls," that by their united influence "they may strike the heart of the youth in flame."

Most precious of all possessions of the State is the talent of its citizens. This exists not in fact, but in possibility. What heredity carries over is not achievement, but tendency, a mode of direction of force which makes achievement possible. But to bring about results training is necessary. There can never be too many educated men if by education we mean training along the lines of possible individual success. With birth, Emerson tells us, "The gate of gifts is closed." We can no longer secure

something for nothing. The child's character is a mosaic of unrelated fragments, bits of heredity from a hundred sources. It is the work of education to form these into a picture. It is the art of living to range these fragments to form a consistent and effective personality.

It is the duty of the university among other things to take hold of these fragments of human possibilities and to arrange them so as to fit them for achievement. It is another duty to bring men to their inheritance, a phrase I think first used by Matthew Arnold. This inheritance consists of the gathered experience of the past, that truth which is won through contact with realities, and with this the knowledge of the methods by which men have tested truth. Again the university has the public duty of preparing the instruments of social need.

The kings have recognized the need of universities and university men. In this need Alfred founded Oxford and Charlemagne the University of Paris. The Emperor William is quoted as saying that "Bismarck and Von Moltke were but tools in the hands of my august grandfather." To furnish more such tools and in all the range of human activity, the University of Berlin was established.

In like manner the great historical churches and their lesser branches have founded universities on their degree, because of the churches' need of men. It demanded trustworthy agents, expert dialecticians, great persuaders and spiritual leaders, and these have arisen in the church universities in obedience to the demand.

A like need of leaders is felt in democracy. It has a work to do greater than that of king or church and this work must be done by skillful and loyal hands. Democracy means opportunity. The greatest discovery of this most democratic twentieth century will be that "The straight line is the shortest distance between two points." This is a geometric definition of democracy. It trusts not

to Lord this and the Earl of that. Its leaders are not chosen arbitrarily as the earliest offshoot from each herd of the strain of heredity. When it has a man's work to do, it calls on the man who can do it. Such men it creates, and wherever they spring up they are developed in the sunshine of popular education. Democracy does not mean equality, a dead level of possession, happiness or achievement. It means equality before the law, that is the abolition of artificial distinctions made in the dark ages. It means equality of start, never equality of finish, and the most absolute equality of start makes the final equality the greater. As democracies need universities, so do universities need democracy as a means of recall to duty. Lincoln used to say that "bath of the people" was necessary now and then for public men. This "bath of the people" the university needs when it substitutes pedantry for wisdom, or when it becomes a place for basking instead of an agency for training.

An Oxford man said not long since; "Our men are not scholars; our scholars are not men." Those we call scholars are bloodless pedants, finical and ineffective. Those we call men, strong, forceful, joyous, British boys, have no mental training. Whether this be true of Oxford, it is often true in all universities. It is the sign that there is something wrong in practice or ideals. Scholarship should be life, and life should be guided by wisdom. The university should be a source of power, not an instrument in social advancement. Its degree should be not a badge of having done the proper thing, a device to secure the "well-dressed feeling," given also by Boston gaiters and faultless ties. The degree is an incident, a childish toy, so far as the real function of building up men is concerned. Prizes, honors, badges and degrees,—all these matters have no leading place in the machinery of higher education. If our universities had grown in response to the needs of the people, not in imitation of

the colleges of England, we should never have been vexed by these things, and never have felt any need of them.

The American college was built strictly on English models. Its purpose was to breed clergymen and gentlemen, and to fix on these its badge of personal culture, raising them above the common mass of men.

Till within the last thirty years the traditions of the English Tripos held undisputed sway. We need not go into details over the long years in which Latin, Greek and mathematics with a dash of outworn philosophy constituted higher education in America. The value of the classical course lay largely in its continuity. Whoever was led to know Greek, the perfect language and the noble literature, gained something with which he would never willingly part. Even the weariness of Latin grammar and the intricacies of half understood calculus have their value in the comradeship of common suffering and common hope. The weakness of the classical course lay in its lack of relation to life. It had more charms for pedants than for men, and the men of science and the men of action turned away hungry from it.

The growth of the American university came on by degrees, different steps, some broadening, some weakening, by which the tyranny of the Tripos was broken, and the democracy of studies established with the democracy of men.

It was something over thirty years ago when Herbert Spencer asked this great question: "What knowledge is of most worth?" To the schoolmen of England this came as a great shock, as it had never occurred to most of them that any knowledge had any value at all. Its function was to produce culture, which, in turn, gave social position. That there were positive values and relative values was new in their philosophy. Spencer went on to show that those subjects had most value which most strengthened and enriched life, first, those needful to the person,

then those of value in professional training, then in the rearing of the family, the duty as a citizen, and finally those fitting for aesthetic enjoyment. For all of these, except the last, the English universities made no preparation, and for all these purposes Spencer found the highest values in science, the accumulated, tested, arranged results of human experience. Spencer's essay assumed that some one course of study could be devised,—the best for every man,—itself one of the greatest fallacies in education. He took little account of the teacher, perhaps assuming with some other English writers that all teachers were equally poor.

It has been left for American experimenters to insist on democracy of the intellect. The best subjects for any man are those best fitted for his own individual development to make the most of him. Democracy of intellect does not mean equality of brains, still less indifference in regard to them. It means fair play in the schedule of studies. It means fit courses of study, not traditional ones, tailor-made curricula instead of the hand-me-down article.

In the time of James II, Richard Rumbold never could believe that "God had created a few men already booted and spurred, with millions already saddled and bridled for these few to ride." In like fashion, Andrew Dickson White could never believe that God had created a taste for the niceties of grammar or even the appreciation of noble literature, these few tastes to be met and trained while the vast body of other talents were to be left unaided and untouched, because of traditional inferiority. In unison with President White, Ezra Cornell declared that he "would found an institution where any person could find instruction in any study." In like spirit the Morrill Act was framed, bringing together all rays of various genius, the engineer, and the farmer, the student of literature and the student of exact science, all to

do their work in the spirit of equality before the law, and under mutual association each gains. The literary student gains in seriousness and power, the engineer in refinement and appreciation. Like in character is the argument for co-education, a condition encouraged by this same Morrill Act. The men become more refined, the women more earnest, the men more manly, the women more womanly, through influences which abolish rowdyism and giggling.

In the same line we must count the influence of Mark Tappan, perhaps the first to conceive of a state university, existing solely for the good of the state, to do the work the state most needs. Agassiz also showed that advanced work is better than elementary, for its better disciplinary quality. Agassiz insisted that Harvard in his day was only "a respectable high school, where they taught the dregs of education,"—thorough training in some one line he declared was the backbone of education. It was the base line by which the real student was enabled to measure scholarship in others.

In most of our colleges the attempt to widen the course of study by introducing desirable things, preceded the discovery that no general courses of study were desirable. We have found that all prescribed work is bad work unless it is prescribed by the nature of the subject. The student in electrical engineering takes to mathematics, because he knows that his future success depends on his mastery of it. In the same fashion, the student in medicine is willing to accept chemistry. But a year in chemistry, or two years in higher mathematics put in for the broadening of the mind, or because the faculty decrees it, has no broadening effect. Work arbitrarily prescribed is always bad work, sets low standards, and works demoralization instead of training. There cannot be a greater educational farce than the required year of science in certain literary courses. The student picks out the easiest science, the easiest teacher, and the easiest way to avoid work, and the whole thing is a source of moral evil.

The traditional courses were first broken up by the addition of short courses in one thing or another, patch-work courses without point, or continuity, courses naturally regarded as inferior, and very properly crowned with the degree of B. S.—Bachelor of Surfaces.

The work required in the nature of things is taken seriously. Serious work sets the pace, exalts the teacher, inspires the man. The individual man is important enough to justify making a course for him.

Through the movement towards the democracy of studies and constructive individualism, a new ideal is being reached in American universities, that of personal effectiveness. The ideal in England has always been that of personal culture, that of France, the achieving, through competitive examinations, of ready-made careers, that of Germany, thoroughness of knowledge, that of America, the power to deal with men and conditions. Everywhere we find abundant evidence of personal effectiveness of American scholars. Not abstract thought, nor a life-long investigation of minute data, not separation from men of lower fortune, but the power to bring about results is the characteristic of the American scholar.

From this point of view the progress of the American university is most satisfactory, and most encouraging. The large tendencies are moving in the right direction. What shall we say of the smaller ones?

At a recent meeting you listened to an eloquent and thoughtful address on the "Peril of the Small College." It has been the guardian of higher education in the past. It is most helpful in the present and we cannot afford to let it die. We understand that the large college becomes the university. Because it is rich, it attempts advanced work and work in many lines. It takes its opportunity, and an opportunity which the small college cannot grasp. Advanced work costs money. A wide range of subjects, taught with men, libraries and laboratories, is a costly matter, but by a variety of supply

the demand is formed. The large college has many students, because it offers many opportunities.

Because large opportunities bring influence and students and gifts, there is a tendency to exaggerate them. We are all prone to pretend that the facilities we offer are greater than is really the case. We are led to shout, because people are indifferent to us.

Right here rises a peril to all colleges, the peril of advertising. All boasting is self-cheapening. The peril of the small college is that it shall cease to be sound. The small college can do good elementary work in several lines. It can do good advanced work in a very few. If it keeps its perspective, if it does only what it can do well, and does not pretend that bad work is good work, or that the work beyond its reach is not worth doing, it is in no danger. The small college must become either a junior college or high-grade preparatory school, sending its men elsewhere for the flower of their college education, or else it must become a small university running narrowly on a few lines, but attending to these with devotion and persistence. For the first possibility the small college has a great advantage. It can come close to its students, it can know its men by name. The value of the teacher decreases with the square of his distance from the pupil. The work of the freshman and sophomore years in many of our great colleges is grotesquely shabby. In none is it done with that care its importance deserves.

The great college can draw the best teachers away from the small colleges. In this regard the great college has an immense advantage. It has the best teachers, beyond any sort of question. But in most cases the lower class man never finds that out. There is no worse teaching done under the sun than in the lower classes of some of our most famous colleges. Cheap tutors, unpracticed and unpaid boys are set to lecture to classes far beyond their power to interest. We are saving our money for



original research, careless of the fact that we fail to give the elementary training which makes research possible. Too often, indeed, research itself, the noblest of all university functions, is made an advertising fad. The demands of the university press have swollen the literature of science, but they have proved a doubtful aid to its quality. Get something ready. Send it out. Show that we are doing something. All this never advanced science. It is through men born to research, trained to research, choicest product of nature and art, that science advances.

Another effect of the advertising spirit is the cheapening of salaries. The smaller the salaries, the more departments we can support. I noticed the other day at Stanford, that the bricklayers, after a successful strike, had the same salary on the average, as the professors. Where this lasts long, we have the kind of professors we pay for, men of the acumen and training mete for bricklayers. It is something much like advertising that causes universities to tolerate the athlete who is a scholar for athletics' sake. I believe in athletics. I believe in strenuous life, I know that the color of life is red, but I feel humiliated that universities and university men rejoice in degrading victories. If an institution makes one rule for the ordinary student and another for the athlete it is party to a fraud. Without some such concession, half the football teams of the Northwest could not exist. I would rather see football disappear and the athlete fields closed for ten years for fumigation than to see our colleges helpless in the hands of athletic professionalism.

This is a minor matter in one sense, but it is pregnant with large dangers. Whatever the scholar does should be clean. What has the support of boards of scholars should be noble, helpful and inspiring. Anything to win, is a motto we have no moral right to see flaunted in our names.

There is something wrong in our educational practice

when a wealthy idler is allowed to remain on the sole condition that he and his grooms shall pass occasional examinations. There is no justification for the granting of degrees on cheap terms, to be used in social decoration. It is said that Nolan, the chief of the great coaching trust in one of our great universities, earns a salary greater than any college president. His function is to take the man who has done no honest work, and by ingenious coaching to enable him to write a paper as good as that of a real student. The examinations thus passed are mere shams, and by the tolerance of the system the teaching force becomes responsible for it. No educational reform of the day is more important than the revival of honesty in examinations, such a revival of honest meaning as shall make coaching trusts impossible.

The besetting sin of the Western institutions is that of student rowdiness. This evil, like the preceding, is one readily overcome. With high standards of work, set not at long intervals by examinations but by the daily vigilance and devotion of the body of teachers, all these classes of mock students disappear.

The football tramp vanishes before the work-test. The wealthy boy takes his proper place when honest, democratic brain effort is required of him. If he is not a student, he will no longer pretend to be one. The rowdy, the mucker, the hair-cutting, skunk-throwing, cane-rushing imbecile of the West is rarely a bright fellow. The scholarship brings him to terms. If we insist that our colleges shall not pretend to educate those unable or unwilling to do the university work, we shall have no trouble with our discipline.

Above all, in the West, where for the most part, education is free, we should insist that the student should do his part, and that the degree of the university should not be the seal of approbation of four years of idleness, rowdiness, profligacy or dissipation.

#### **FOURTH SESSION, SATURDAY MORNING.**

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The Association was called to order by President Carman at 10:00 a. m. in the Chapel of Cobb Hall, University of Chicago.

Professor Scott, of the Executive Committee, reported that the Committee recommended for individual membership the following; and they were, on motion, elected to individual membership.

W. W. Boyd, High School Visitor, Ohio State University; J. F. Brown, High School Inspector, Iowa State University; H. A. Hollister, High School Inspector, University of Illinois; A. S. Whitney, High School Inspector, University of Michigan; A. W. Tressler, High School Inspector, University of Wisconsin; Professor Delos Fall, Superintendent of Public Instruction, Lansing, Mich.; Joseph V. Denney, Dean of the College of Arts, Philosophy and Science, Ohio State University, Columbus; President R. E. Hieronymus, Eureka College, Eureka, Ill.; Ben Blewett, Assistant Superintendent of Schools, St. Louis, Mo.

The President appointed members of the Commission on Accredited Schools, for the following year. (See appendix for full list of members of the Commission.)

The report of the Committee on Athletics was presented by Principal E. L. Harris, Central High School, Cleveland, Ohio.

## REPORT OF THE COMMITTEE ON ATHLETICS.

## I. PREAMBLE.

WHEREAS, The manner in which the financial management of athletics of many schools is carried on tends to demoralization; and, whereas, often the spirit of winning at all hazards, in contests with other schools, is stronger than the true sportsmanlike spirit, whereby athletics, in place of being a moral help to higher ideals, is an influence in the direct opposite, the lowering of ideals, your Committee recommends the following general plan for institutional members of this Association:

## II. ORGANIZATION.

That there be organized in each school an athletic association with an executive committee that shall have entire charge of all athletics of the school. At least two members of this committee shall be members of the faculty of the school. This committee (1) shall be responsible for all receipts and all expenditures of money, and shall cause their accounts to be audited twice each year; (2) shall pass upon and ratify all contracts and all contests with other institutions before the same are valid; (3) shall be the final judge in all questions in games and contests within its own school.

## III. ELIGIBILITY OF CONTESTANTS.

Any person representing a school in any athletic contest whatever with any other school of this Association must (1) be a *bona fide* student of the school which he represents; (2) he must have been such a student at least four weeks before such contest; (3) he must be carrying at least twelve (12) hours regular work upon which he has not previously received credit; (4) he must be main-

taining a passing standard in scholarship in at least the said twelve (12) hours work; (5) in the secondary school he must not be more than twenty-four years of age; (6) he must not have played more than four years in the secondary-school contests; (7) he must be an amateur sportsman; he must never have acted as an instructor in athletics.

#### IV. CERTIFICATION.

(1) The head of each institution of this Association or a member of the corps of instruction designated by him shall send a list of the representatives of his school in any and every contest, at least one (1) week before the event is to occur, to the chairman of the executive committee of that school and to the manager or captain of the team of the competing school. He shall certify over his signature that every representative is eligible to enter the contest in accordance with the above rules. No assumed names shall be certified to nor allowed in any report of the game. (2) A member of the faculty shall always accompany said representatives to the contests. (3) A failure to carry out the above or any mistake in certification shall be ground for forfeiture of said contest on the part of the institution making such failure. (4) A protest against any contestant to be entertained must be made at least three (3) days before the contest by registered letter or in person to the captain of the opposing team and to the chairman of the executive committee.

#### V. OTHER INSTITUTIONS NOT MEMBERS OF THIS ASSOCIATION.

It shall be the duty of each institutional member of this Association to require the same regulations from other schools not members of the Association before any contest takes place with said school.

## VI. SENATE AND COURT OF APPEALS.

The committee also recommends that in a city where there are several schools of the same class a senate be formed composed of two (2) members of the faculty of each school represented in interscholastic contests, to which all questions or disputes not otherwise settled shall be referred for settlement: that there be a standing committee of six (6) appointed by this Association, which shall comprise a court of appeals to which questions and disputes of institutional members of this Association in reference to athletic contests may be appealed. The judgment of this court shall be final.

Although not strictly within the province of the committee, it wishes to add another recommendation. In order that more attention may be given to the great body of students who are not athletes, especially in our secondary schools, we recommend that in every school where there is a gymnasium and regular work of at least two (2) hours per week is assigned to pupils a credit of one-fourth ( $\frac{1}{4}$ ) unit per year, *i. e.*, one unit for the four years, be given toward graduation, even if one more unit be added to the amount required for graduation.

EDWARD L. HARRIS.

C. A. WALDO.

J. E. ARMSTRONG.

On motion the report was adopted.

Then followed a Symposium on the Control of Athletics. This was opened by the following paper:

THE SECONDARY SITUATION: ACCOUNTABILITY AND PUBLICITY IN THE MANAGEMENT OF ATHLETICS, AND IN THE HANDLING OF FUNDS.

BY MR. HARRY KEELER, ENGLEWOOD HIGH SCHOOL.

To-day it is acknowledged that athletics, developing certain sterling qualities in intellectual, moral, and physical advancement, have a definite place in the curricula of educational institutions. The process by which they have gained this deserved position has been a slow one, resembling the evolution and development of the organic world before the guiding intelligence of man gave it the speed and the strength of his artificial selection. The organic world of athletics, fostered and nurtured by the instinct of play in man, and directed by its own natural selection, confronted schoolmen from earliest times in its roughest and crudest forms. Here and there a Darwin appeared, recognizing this wonderful force for good, to suggest tactfully and to apply (frequently without solicitation) such suggestions as to advance it to a higher plane for the participants and the community. Six years ago the need for faculty regulation and control of athletics in the large public-school system of Chicago was organized, and resulted in the organization of a board of control composed of one teacher from each school in the league. Similiar bodies are to be found throughout the entire country. The work of the Chicago board, I think, is typical of all of them. Here, rules governing the eligibility of players, the adjudication of protests, and the awarding of pennants were some of the chief labors of the members. To reduce the great number of protests which annoyingly arose, non-interested officials, appointed and paid by the board, must be selected by the contending teams. Recently the participants have been obliged to present cer-

tificates of sound physical condition from a physician, and also one giving parents' consent to partake in any athletic contest.

Few will contend that, under such regulation and guidance, supervised by the teaching force, the condition of athletics in the schools has not advanced for the improvement of all concerned. Those students who cannot reach these high standards, those who cannot adjust themselves to the new conditions, must submit to the inevitable and allow those better fitted to take their places.

Such is a very brief statement of the evolution of athletics in which the player has been the peg upon which all rules and regulations have been hung. This is just as it should be, for most of the glaring evils radiated from the abuses which the "flunkers," the "ringers," and the partisan officials selected by the teams from the ranks of students or alumni naturally produced, a cure for which has been found in the careful, systematic, and sympathetic supervision of faculty boards of control.

As each immediate and important problem of this great question is attacked and solved in a satisfactory manner, others not considered so important heretofore, stand out more prominent and press forward for solution. Now we feel that something must be done to regulate and control the financial responsibilities of our high school managers. Many of these boys, who are elected to their position by the members of the teams, or by the athletic association, not because of any special fitness for the position, and who are untrained in affairs of such an important nature, are often called upon to handle and control sums varying from \$300 to \$1,000, and sometimes even more. Do we realize what burdens are placed upon the shoulders of these managers? Their longest term of office is seldom over three months, during which period they are obliged to meet expense bills of all sorts—equipment of players, traveling expenses of teams, tickets, advertising,



use of grounds, or halls, police protection, telegraphing, telephoning, postage, etc., and occasionally to report and place in the care of the high school athletic treasurer (who is not infrequently a student) any surplus, if such happens to exist. Even after the season ends and his report is made, it often happens that bills of considerable size have unfortunately been overlooked, and that the much-prized surplus is swept out of existence and a deficit greets the team the ensuing season.

Complaints—sometimes unjust, often well grounded—of the manager's incompetency have arisen on all sides. Teachers who are in entire accord with the growth and development of athletics in the schools, and who realize that for their success and independence there must exist in the treasury ample funds for their maintenance, lose heart if their protests go unheeded; and thus the sport soon lacks the aid of those who must be responsible for the clean, wholesome spirit that should pervade athletics. More serious still are the complaints and criticisms that arise from members of that student body, who often consider the manager's position the reward of being a jolly good fellow, and a position where "graft" is easy and readily escapes detection. Homeward this story rolls, gathering additional facts of truth and fiction, until murmurs of protests of such lax methods arise from the community. Do the high school athletics receive the support and assistance which they should receive from the parents and the friends in the community? And, if not, are these impressions which the student gives of the high school manager responsible to some extent for the apparent lethargy that exists toward the high school?

We can see at once the magnitude of this problem, and, standing in the relationship of leaders and guiders for these young men, we can readily appreciate what a powerful factor it is in their education. There is but one position to take on this question of controlling and regu-

lating, through a member of the faculty, the financial responsibilities of our managers. It cannot be turned aside and ignored, thus allowing them through ignorance, because of a lack of training, or through malfeasance, within or without their ranks, to take those crooked paths and to fall into such pit-holes of bad and evil habits from which return is often slow and doubtful. I cannot agree with those who take the stand that these young men by their own efforts have earned this money, and it is theirs to dispose of as they see fit. Time will not permit of a full argument on this point, but it is manifestly clear that if such a plan is adhered to, we should be casting aside one of the most powerful levers for lifting these young minds to a higher level. With what alarm must we view the condition of our high-school athletics when we realize that in a certain recent athletic contest, held here in the West, managed entirely without the control of the high-school teaching corps, over \$1,000 was placed in the pockets of an outside party!

Two other brief instances will serve still further to illustrate the point. The first is an actual case where the entire control of an inter-high-school contest, involving over \$400 as gate receipts, was in the hands of student managers. Some slight controversies arose over the selling and receiving of tickets sold at the respective schools, and consequently there was some dispute as to the division of the money. I might also add that inadequate police protection and ground guards were provided, so that many found admission easy and fights plentiful. Some months after the season was over two members of the teaching corps from these schools who were familiar with the status of the athletic funds in their respective schools, met. "By the way," said Mr. A., "how much did you clear in our last football game?" "One hundred and fifty dollars," said B. "One hundred and fifty dollars?" replied A. "Impossible, I know our share was

something less than one hundred dollars." Do you suppose some deserving charity was benefited by the missing fifty dollars?

In another instance negotiations were carried on between a faculty member from one school and a student manager from another. The teacher, through some years of service in this line, suggested long before the game a scheme for the distribution of the tickets in each school that would prevent any confusion in the final accounting, suggested plans for gate management, for guarding and policing the grounds, concerning the nature and the amount of the expense each side should involve, number of complimentary tickets to be issued, and so on; but the student manager could not see the need of extra guards on the grounds, objected to the expense bill, and modestly proposed that each side be allowed one hundred complimentary tickets. No agreement could be reached between the parties on these disputed points until the teacher determined to call the game off and thus end a conference that, to say the least, was belittling to his dignity.

What a contrast is each of the above cases to the transactions between two teachers, arranging an inter-school contest, when all propositions relative to the management of the contest and control of funds are decided justly and impartially within one brief meeting! Tickets are distributed by these teachers among players and students, who readily and correctly account for their sale. Immediately after the contest the teachers, and their aids, usually the student manager, count the tickets, ascertain the gross and net receipts, and report and turn over the same to the principal or high-school treasurer at once.

Some of the beneficial results of such management are:

1. The contest is conducted and managed to the satisfaction of the student bodies and the patrons of the game.
2. The expense is reduced to a minimum.

3. The proceeds are determined readily and publicly reported.

4. No temptations to do wrong are placed in the pathway of the student manager.

At present the financial control of athletics is in a state of chaos, and the time is ripe for some concerted action on the part of all schools interested to arrange and agree upon certain uniform regulations to control it. Whatever details of control may be prescribed in such provisions, certainly there should be a signed statement from principal to principal, or teacher to teacher, showing the entire financial transactions on each side, which statement, or a copy of it, should be either displayed on the bulletin board or published in the school paper, in the daily papers, or some publication agreed upon. There are two questions that are always eagerly asked after the game: first, "What was the score?" second, "How much did you make?" We publish the score on the field; let us publish the score at the gate.

The absence was announced of Principal Wm. F. Geiger, of the East Aurora High School, who was to have followed Mr. Keeler with a paper on the same subject.

Then followed a paper on

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## REGULATION OF ATHLETICS IN COLLEGES— WHAT NEXT?

BY PROFESSOR C. A. WALDO, PURDUE UNIVERSITY.

About 1890 the intercollegiate football leaven, which had at that time worked pretty thoroughly through the eastern institutions, began noticeably to affect those of the middle West. Suddenly college rivalry became intensely active. In the fall of the year institutions in their entirety

—president, faculty, and all—followed their teams from point to point and shouted themselves hoarse in cheering their champions on to victory. Elation amounting to frenzy went with success, and the depths of despondency followed defeat. The eastern coach quickly made his appearance. With his first advent tricks and questionable practices already tabooed in the East were common in western contests. Coaches directed their teams on the field. Brawn was the surest way to college preferment. Saloon men raised large sums to keep favorites in college; the very woods were searched for huge men of immense physical vigor. Brain did not count; to enter college, intellectual attainment was no longer necessary. Teams were becoming a permanent and paid body of men, and the whole thing was rapidly assuming a gladiatorial aspect. Boys quite differently taught at home were rapidly developing an oft-indulged habit of betting their sesterces on the heads of their favorites. With the cries, "Put him out," "Kill him," from the side lines one might expect to see thumbs reversed. College faculties, charged as they are with immense responsibility, were the first to return to sanity. Drastic action on their part stopped the drift toward the grosser forms of professionalism. Those experiences in the early nineties were sufficient to settle the question of strict amateurism for college sports. There are few students of the conditions then existing who are unwilling to stand firmly on the platform: *Amateurism or nothing.*

Rightly and of necessity, as I believe, those college faculties which are alive to athletic problems everywhere take as their basis of action in this direction: "College athletics must be amateur."

With that fundamental thought the regulations have been of two kinds: (1) necessary, (2) expedient. The necessary regulations legislate against "ringers" or non-students, against direct or indirect pay for athletic ser-

vices, against the coach, the trainer, or other professional on the field, against playing under an assumed name. The expedient regulations discourage migration for athletic reasons; strive to secure a genuine student representation; strive to put in force such machinery as will make the whole code effective; limit college or university time to four years; put games, grounds, and student officials under faculty control; strive to prevent college attendance simply for athletic reasons. In brief, expedient regulations are designed to make rules against professionalism effective and to place athletics in colleges secondary to intellectual training.

Anyone who will take the pains to read carefully a pamphlet edited for private circulation by Professor Jones, of Minnesota, and containing the proceedings of the Intercollegiate Conference Faculty Representatives since January 11, 1895, will be deeply impressed with the genuineness of the endeavor of the faculties of our leading institutions here in the middle West to make intercollegiate athletics clean, helpful, and ideal. Athletics are not the purpose of college life. They are its incident. Rightly cultivated they help to secure strong bodies for strong minds. They furnish the occasion for self-conquest, high endeavor, loyalty, self-sacrifice and the cultivation and practice of a keen sense of honor. These are the many virtues of the forceful and helpful life—the life of the saving remnant; and for such fruits as these of our athletic system our faculties are longing and striving. Are these the fruits of eight years of endeavor—three of law-making and five of law interpretation and careful regulation? Do the last five years leave us hopeful for the future? Do they point to the final and complete ascendancy of higher things, or what is their lesson?

Without attempting at this moment to answer this query directly, may I be allowed to state some of the alleged facts with which I have come in contact, and from

the consideration of which, if in any degree true, existing condition and tendencies may be inferred? I have no desire to rant and denounce, no desire to classify institutions by calling some sheep and others goats. Specific things may have a local habitation, but that element I would have you forget, and have you consider only the general truths that lie behind them and cause them to be. Tendencies is our inquiry—tendencies after five years under well-known and definite rules, their causes and, where wrong, their cure.

What, then, after these years of effort and enlightenment, are some of the things known or generally believed to be taking place?

Is it true, as was alleged in the papers, that a manager took money from students, and sought further contributions from business men, and actually paid the funds secured to a player to hold him in college for the team?

Is it true that men influence irresponsible college officials to testify to what is false, and thus add another year to their college athletic time?

Is it true that athletic managers engage in an unseemly struggle for prospective students of athletic promise, and use emissaries and questionable propositions to secure them?

Do they ransack the country from Maine to California in search of material?

Are athletes *induced* by the promise of fake business positions, the principal duties of which are drawing of a salary sufficiently large to pay college expenses?

Did the young collegian speak the truth when he said that five of the first eleven in his institution were hired?

Did another student speak the truth when in a burst of confidence he exclaimed: "We pay our men just as the rest of you do, but you can't find it out?"

What about the high-salaried outside coaches? Do

they stand between the athletic management and the man who seeks pay for athletic services? Do they strive to build up winning teams by devoting part of their large salaries to the purchase of men? Do they allow men on their teams who they know have made a practice of playing for money? Do they ever use such billingsgate and the language of the brothel in dealing with their men that they burn out from them forever all decency and self-respect, that they blast their moral characters as with the serpent's breath? Do they ever encourage the men under them to break training with a grand drunken debauch? Who are these professional coaches anyway? Are they usually the full-fledged product and brightest examples of our great eastern institutions? Or are they irresponsible men hired for three months at salaries which make college presidents envious? One says publicly and aggressively to college instructors: "You must give me full control over the time of the team. If its members do not come up to the standard of their work, you must not flunk them." Is he the kind of a man to whom we should intrust our students, those hostages committed to our care, at the most impressionable period of their lives? We should certainly think twice before answering that question in the affirmative.

While we are emphatically asserting our allegiance to amateur ideals, is it nevertheless believed that we are tending in fact toward professionalism? How otherwise can we explain the two following incidents?

In a reputable institution in the middle West, with an honorable history, an endeavor has just been made to combine students, faculty, and trustees to hire a baseball pitcher for the college team.

In another similar institution it is seriously proposed to give athletes their board and room for services, and do such other things as are necessary to attract men who are known or believed to be going to the highest bidder.



Is there any explanation of these athletic sins except one?

These institutions are proposing to do openly and deliberately what they believe others are doing under cover.

My remarks do not apply to the Middle West alone. Those conversant with athletic affairs in this region know of cases of corrupt inducement emanating in some way from some of the great eastern institutions, and believe such cases common.

A professor of national reputation in a great seaboard university recently complained publicly of existing conditions. An undergraduate was allowed to handle \$50,000 in a single season, with all that means in the way of temptation to misuse. This same young man alleged his *athletic* activity as a reason why he should be passed in applied mechanics. It is needless to say that the substitute course was not accepted.

Less than 17 per cent of the colleges of the United States expend \$50,000 upon their entire annual budget, yet there is one man, an undergraduate, handling that amount while engaged in the serious and exacting life of of a student! No wonder the professor exclaimed: "It is an outrage!"

Another eminent professor, representing another of the great eastern institutions, said: "Athletics is a good thing, but the university sports are not athletics, they are professionalism and nothing else. I do not mean that the men are professionals in the sense that their rules say they are professional. But when you keep men for months and months on a special system of training, and then charge so much to see them perform, it is professionalism pure and simple."

Leaving discussion of the secondary situation to my colleagues let us return to our question: Are college athletic law-givers succeeding in raising sport to a higher

level? Are these results manifest? Are our students stimulated to greater achievement in honesty, self-conquest, loyalty, self-sacrifice? Are their perception and practice of fine manly honor being refined and intensified?

I fear that the opposite is too largely true. I fear that our students are coming more and more to the opinion that all is fair in athletics and war, that rules are for the other fellow, that anything is justifiable which is not found out, and that there is no great disgrace attaching to things found out. Such a state of mind, if it exists and is increasing, will certainly in time choke out moral, religious, and spiritual life from our men. It threatens the very foundations of all instruction, and ultimately of educational institutions themselves, of society and government. Unless my observation is entirely at fault, there is danger, and it is increasing; and I doubt not you have all seen evidence that good men as well as bad among our students wink at the evasion of established rules and sit silent in the presence even of downright chicanery. You may not agree with me in this gloomy view, but though I am by nature an optimist, I will proceed upon the assumption that danger is impending and increasing.

Are we at the end of our resources, or are further remedies available? Our college faculties must be passive or active. They must retire entirely from the field, and leave the students in absolute and undisputed control—a course contrary to the traditions of American institutions of learning and one already abandoned as harmful in the extreme—or they must adopt one of three courses of action: (1) suppression, (2) revolution, (3) further reformation.

*Suppression* means retreat and confessed failure. To my mind it is justifiable only as a final and necessary measure to root out a disorder that does not respond to milder treatment and has become intolerable and malignant. We are yet, I believe, far from that stage.

*Revolution* means a radical departure from the usual methods in vogue among schools of all kinds for sustaining athletics. Such revolutionary systems are beginning to appear in the annual contests between the army and navy, when the spectators are all guests of the competing institutions. They are seen to some extent at Culver Military Academy, but are most clearly set forth in the plans recently adopted at Washington University. I trust that Dean C. M. Woodward of that institution will explain this system to us.

But I am not yet ready to say that our legislators have exhausted all possibilities along lines now almost universally followed. I am prepared to advocate further reforms, and believe that many reasonable and untried possibilities in regulation are still open to us here in the middle West.

There should be a programme agreed upon which might require several years to complete, but which would point the way for further effort. The Conference colleges are an example of a group of colleges that are organized to work together; the Ohio Conference is another; and so other groups can easily be found. For every such group I would suggest a programme somewhat as follows:

1. Absolute business publicity.
2. A worthy and permanent record of athletic achievement.
3. One year's residence and reasonable success in studies before a student can become a candidate for an intercollegiate or interscholastic team.
4. Repudiation of all recruiting agents or agencies.
5. Graduate and amateur coaching without pay.
6. A reasonable amount of disarmament.
7. A lower limit than now prevails for a maximum admission fee to witness intercollegiate sports. Dethrone the almighty dollar and return to simplicity.
8. One other source of reform has been recently her-

alded from the University of Iowa; namely, a new, compactly formed, well-guarded intercollegiate athletic society among students who have attained distinction in athletic events, and whose purpose, energetically carried out, shall be to insist upon an amateurism above suspicion and ideals of manhood, honor, and courtesy that will at once and forever eliminate every objectionable feature from our college sports.

By absolute publicity I mean something adequate and permanent; some such cure, in fact, as is proposed for the trust evils of the country. While faculty members may be honest, conscientious, and fearless, they may still be careless. Something is needed to spur them to the utmost vigilance in the discharge of a great duty.

If this should make the labors of athletic committees seem too burdensome to some now in control, they should retire and make way for successors who would be willing to accept the responsibilities of their office, as well as its honors. In my opinion the athletic committee is to-day the most important by far in our colleges. It deals directly with the morals of the student, his rightness or his wrongness under stress in his relation to others. Other committees may prescribe the conditions under which an institution shall bestow its honors for intellectual achievement, but the athletic committee deals directly with the habits of thought and action which make the student a good or bad citizen. There is no body of men connected with our colleges and universities whose doings deeply interest a larger class of people than the faculty and student officers of athletic associations. There are none who owe to the public a more accurate and explicit accounting and record. Elsewhere I have advocated the publication by groups of institutions of an athletic annual. This is a book-making age, yet happy is the man who writes for a large and assured constituency; and such would doubtless be the case with the editors of a well-constructed and

reasonably complete annual. Besides giving the public inside facts, it would tend to emphasize to athletes their correct and reasonable rewards for excellence. In the proportion that the glory of achievement fills the imagination of the ambitious athlete, in that same proportion will money cease to influence his thoughts. The promising young athlete will not be writing to the various directors of athletics and others similarly placed: "If I favor your institution with my presence, what will you do for me in the way of board, room, soft jobs, and other special personal emoluments and privileges?" But he will ask himself: "Where, while securing the intellectual training I desire, can I as a secondary purpose probably achieve for myself the greatest permanent athletic good and distinction?" At the same time he will have powerful influence added to those already existing to keep his record clean.

Most cases to which suspicion and scandal attach would be eliminated by a one-year rule, strictly applied. This means attendance for one year upon an institution of any and every kind, with reasonable success in its curriculum, before a student becomes eligible for an intercollegiate team; and this without exception. Concerning its application to the interscholastic team I cannot speak so definitely. Such a rule would emphasize the primacy of scholarship, would simplify the present code, would almost completely stop the growing scandals attaching to the search for material, while it would scarcely change the present practice with reference to uninfluenced students, namely, the habit of waiting a year for development before putting a new man into hard team work.

A change to amateur and graduate coaching is the reform which would probably at once receive a majority vote from the members of our faculties who have given college athletics intelligent and sympathetic attention. It would bring us close to the English practice in Cambridge

and Oxford—a practice which we might well imitate. There the professional coach in our sense is unused and repudiated. It would tend to the moderation of our present system—now all too strenuous. In fact, it would quickly give us those reforms which Professor Pattengill had in mind when he proposed and advocated disarmament. An unscrupulous coach with an exorbitant salary is a menace to amateurism. What a temptation the system places before such a man to use part of his personal funds to secure mercenary material and build up a winning team whose victories would enhance his own reputation and increase the ability of an association to pay him a still larger salary, which he can in turn use still more in the same irresponsible way! Can you and I be sure that no western coach does these things? I fear, if the secret history of football were written in all its details, some of us would blush at our own inefficiency in protecting our students and our institutions. I trust that the day of the overpaid and imported coach is numbered. There are fine men among them, but the system is bad to the core and must tend constantly to professionalize our teams.

Twenty-nine years ago the professional coach was more or less in evidence among the thirteen college crews that gathered around Saratoga Lake for that greatest summer regatta. Since then he has gradually come more into evidence, until the game of football has recently shown him in his highest development and revealed the dangers and mistakes of the system. Several years ago we legislated the foreign professional coach off the teams. I believe we should now legislate him off the campus.

In his best estate the transient professional coach is apt to be a snare; in his worst he is a noisome pestilence. If you wish to teach young men protectionist doctrines, you do not put them under the instruction of a free-trade professor. If you wish your children to learn patriotism,

you do not put them under the control of a traitor. If you believe that above all things your son should become a humble Christian disciple, you do not choose an atheist for his most intimate friend. Similarly, if you wish to make athletics a means, not an end; if you wish your students to develop and practice a nice sense of honor; if you wish them to engage in sport for sport's sake, to refrain from gambling and other hurtful vices, should you put them under the direction of an irresponsible person whose interests and associations are the opposite? Under such conditions what can you expect? Can you gather figs from thistles?

If the year's residence rule should soon go into effect, there would be no call for the rule on recruiting. With the reverse true, that rule demands unqualified support.

Isn't the matter of admission charges greatly overdone?

I am not prepared to abrogate the gate fee, but certainly we should think twice before allowing our students to engage in sporting exhibitions where the income of a single contest runs into the tens of thousands. Let us encourage them to defend the honor and reputation of their institutions with the best that is in them. That is manhood. But when our principal concern is to get big receipts from their heroic endeavors, it becomes what the eastern professor quoted above characterizes as the essence of professionalism.

I do not believe we are going to purify the entire student body by acting upon them from without. We must set some leaven at work within.

For one I shall watch with interest the new development said to have been inaugurated at Iowa. Under wise direction that may become precisely the influence for which we are looking. When that change of student ideals has reached some such high standard as exists to-day in English universities, we may then turn this whole

matter over to the students themselves, to the great advantage of all concerned.

In conclusion may I say I am not, and never have been, hostile to athletics. In college days they were my delight; through all my life they have been a source of health, strength, and rejuvenation. May I also say that I have not in this article aimed one word of criticism at any particular institution, professor, or coach. But I would eradicate from our present system all the diseases which the last five years have brought to the surface. Our colleges have ever been and are now the fountains from which flow the saving influences of our nation. Let us keep that fountain clean from athletic and all other forms of contamination.

The following paper was then presented:

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## THE NEW DEPARTURE, OR REVOLUTION IN METHODS.

BY DEAN C. M. WOODWARD, WASHINGTON UNIVERSITY.

I assume without argument the value, necessity, and propriety of general physical training and of athletic sports, among students of both secondary and higher grades. I admit without hesitation that we fail badly in our management; on the one hand doing too little, on the other hand doing, or allowing our students to do, too much. The middle course in this case, as will be seen, is a "golden mean."

The following resolutions were unanimously adopted at a recent meeting of representatives of the Missouri College Union:

1. *Resolved*, That it is desirable that all students should take systematic physical training during the entire



period of their academic career. It is our understanding that all athletics come under the general head of physical training.

2. *Resolved*, That it is the conviction of this conference that all college athletics should be under the control and supervision of the college faculty. That the faculty authorities, responsible for the standard maintained in athletics, should instruct the general student body, as well as candidates for teams, in the principles of good sportsmanship and manly conduct in their athletic activity, and that penalties be imposed upon players who in any way resort to unfair tactics in a contest, or make themselves obnoxious while connected with the team.

3. *Resolved*, That in every college community the public opinion should be fostered which shall be absolutely fair and courteous to visiting teams, which shall be prompt to recognize and applaud good play and acts of chivalry on either side, and which never drops below the plane of considerate and gentlemanly conduct.

4. *Resolved*, That the authorities of each college discountenance betting in connection with athletic events and endeavor to build up a public sentiment against this baneful evil.

5. *Resolved*, That inasmuch as the eminent purpose of college athletics is the physical training and development of the student corps, the students we have should be our first care, and hence the practice of recruiting athletic material from other institutions of the same grade, or of a lower grade, by presenting special inducements in the way of athletic, social, or financial opportunity, is unfair, unsportsmanlike, and unworthy of an educational institution.

6. *Resolved*, That since the employment of profes-

sional coaches has a corrupting influence on college athletics, a sentiment be created in the educational institutions of this state that will bring about the entire abandonment of the system of professional coaching. In this connection we recommend the regular employment by each institution of a competent instructor of physical training.

7. *Resolved*, That a long train of evils seems to be inseparably connected with the feature of gate receipts, a feature rendered necessary by the inadequate provision for the support of a physical department. This inadequacy we regret, and its evils we deplore. It is our judgment that the ideal condition toward which we should all aim is an endowed department, with a financial management in the hands of college officers; that all public entertainments in which our students take part should be free and complimentary; that expenses should be rigidly kept within incomes, and that extravagance in any direction should be carefully avoided. The number of intercollegiate contests should be limited and their character determined by the highest interests of the student body, and visiting teams should always be entertained as guests. In short, the physical department should be provided and administered by the college authorities in the same way as is the department of science, engineering, or literature.

My thesis is the seventh resolution, relating to endowed departments of physical training, and the entire abolition of the feature of "gate receipts" from all student athletics. The substance of that resolution I incorporated into an address on "Manly Sports" in St. Louis in March, 1902, and again in a paper read before the Society for the Promotion of Engineering Education at Pittsburg, Pa., in June of last year.

The train of evils connected with the feature of gate

receipts is manifest to every close observer. Intercollegiate athletic contests, like other intercollegiate matches (debates, orations, chess, tennis, etc.), seem to be necessary to the maintenance of a lively and healthy interest in athletics as manly sports. Even under good management they cost considerable money. They cannot be had without money. The participants generally cannot afford to meet the expense; the non-participating students do not feel that the burden should fall on them. There is usually no money in the college treasury for such contests. The only course open is that adopted by the managers of professional baseball, professional boxing, prize-fighting, horse-racing, etc., viz., make the event as spectacular and exciting as possible, and invite the public to attend and pay the bills. This solution of the problem is purely American and of recent origin, and it has brought about an air of professionalism which has decidedly lowered the moral tone of college athletics. Here the train of evils at once began its course. As soon as the managers found that they could get the public to pay the expenses, they set out to induce them to pay roundly, and to come in crowds. The drawing cards for a public exhibition were individual players of rare strength and skill, and a team reputation for great prowess and strategy. To secure these attractions, no labor, no money, must be spared. A thousand dollars spent on the team will come back fourfold at the gate. Now enter the professional coaches, the hired trainers, and the volunteer recruiting officers. Athletics ceases to be manly sport and healthy fun; it is desperate business and hard drudgery with the fun squeezed out of it. The average, growing, developing student, in whose interest athletics were originally organized and maintained, is neglected, and the country is scoured far and wide for superior athletic material to make up a team that is reasonably sure to win and so draw a paying crowd.

See how corruption creeps in at every joint. The ideal man, who excels in both brain and brawn, *may* be on the team, but the chances are many to one that he is not. As a rule the recruited material makes up the team, and we all know what that material generally is. It is not sought, nor does it come, for the high ends for which a college is established and fostered. This recruited material may get some benefit from the incidental work of the course, such as mathematics, science, and literature, but the evident tendency on the part of college athletes to turn out professional sports is something to be deplored.

Next note the evils inevitably connected with coaching. Next year's salary of your coach depends chiefly on the record of his team this year. They must win or he loses. What can you expect? Are you surprised if he says privately to his men: "Put so-and-so out of the game as soon as you can, even at the risk of being disqualified yourselves; we have no other way to win, and win we must." You have all read Professor Hollis's protest against the gradual disappearance of chivalrous conduct on the football field. President Eliot, without explaining why, says that the ethics of the game of football "do not improve. The martial axiom—attack the enemy's weakest point—inevitably leads to the deliberate onslaught on the cripple and the convalescent in the opposing lines; and the habitual violation of rules, if penalties be escaped, is regarded by many as merely amusing." Brutal acts of violence, like stabs in the dark, may miss detection, but they lower the moral natures of the players and corrupt the entire atmosphere of the game. I agree with Professor Hollis that it were better to abandon football than to maintain it at a loss of our high ideals of fair play and gentlemanly conduct. If honor is lost, all is lost—whatever may be the score.

In my judgment the professional coach, who sells his

services for ten weeks at a price proportional to his ability to show a green set of young giants how to win games, must be eliminated. His place must be taken by volunteer upper-class men and regular instructors, who are not interested in gate receipts, and who are willing to do the best they can with home material, provided only that the visiting teams with which they play do the same. High-minded, incorruptible coaches may exist; I hope they do; but I fear it would take Diogenes with his lantern to find them.

Betting is so common among sporting men that it seems to be a logical feature even in the cases which have only a semi-professional air, like intercollegiate games. The betting habit, like all kinds of gambling, is to be condemned everywhere, especially among young men. I think it can be shown that this habit is fostered by the practice of recruiting, which aims to secure an unfair and an unknown advantage over a rival team. In its turn the laying of wagers corrupts and demoralizes players. Some rules forbid betting on the part of players; but if the player does not bet, his friends do, and the strain on his sense of honor is so great that he cannot resist the temptation to do mean and unlawful things, for the purpose of winning. Some boys learn to bet at their fathers' knees; others learn by listening to the talk of sporting men at games and races and loafing-places; so that doubtless there would be some betting among college students even if there were no secretly enlisted athletes, no coaches intent upon victory at any cost; but I am morally certain that were there no gate receipts, there would be much less betting and no harmful excitement before and after an athletic meet.

I need not dwell upon the evils of mutual suspicion and distrust. This feeling springs indigenously in the breasts of dishonest and dishonorable people, and is fatal to fellowship and true sportsmanship. This evil can be

traced in large part to the professional tone brought in by the coaches, who are themselves introduced to make a drawing team, which in turn is necessary to a large income in the shape of gate receipts. Professor Hollis says that the Harvard-Yale game of football seems to arouse the worst impulses of the students. "Suspensions are rife, bets are on, and studies are practically suspended during the entire week preceding the game." This excitement is not due to the fact that the players feel that they must play, and play their best; for not more than one man in several hundred expects to play; but it is chiefly due to wagers and bets of all kinds and shapes. The punishment meted out inexorably upon a man who "breaks training" is not on account of the injury and harm he does to himself, but because he imperils the chances of the team, endangers the risks taken by his friends, and jeopardizes the reputation of his trainer, his coach, and his physical director. I do not object to the punishment, but I do object to a wrong interpretation of it, viz., that it shows a remarkably high standard of physical temperance and manly purity. In plain truth it shows no such thing. The same motley crowd that stands ready to nearly lynch a man for "breaking training" would stand equally ready to punish him for not putting an opponent out of play, should he have a safe chance for doing so.

The demoralization caused by the gate-money feature does not stop with students and coaches; it extends to athletic committees of the faculty and to advisory boards. The necessity of getting money to pay bills stares them continually in the face and forces them to do a hundred things they would rather not do, and which they would not do if the department of physical training had an assured income sufficient for their reasonable demands. The temptation to deal gently with the shortcomings of players is irresistible, and the responsibility for the pay-

ment of bills is heavy. I know whereof I speak, for I am serving my third year as chairman of an advisory board. I am already a confirmed beggar, and I am continually scheming to increase "gate receipts." My position is a very painful one, considering my convictions. The people of St. Louis are beginning to think my interest in engineering and manual training was only a "passing fancy," and that my ruling passion is, after all, athletics. Some of you may fare worse than I do. Beggary is not the worst that can be charged, but to be counted as a pedagogical sport is pretty bad.

President Eliot evidently regards the large amount of gate receipts as an evil. He says, "Expenditures for football are steadily increasing;" and we all know the tendency of ill-gotten moneys to go extravagantly.

I have thus endeavored to connect more or less directly the serious evils of intercollegiate athletics with the feature of gate receipts. To show this connection still more clearly, consider how different things would be if, through an adequate endowment, the department of physical training were to receive a definite income which could be increased only by student membership fees. Let it be understood that all games for gate receipts would be strictly forbidden; that, in the place of coaches and trainers, the physical director would be given a proper corps of assistants on regular salaries. Is it not evident without further argument that the motives which have been so active in the work of demoralization would be largely wanting? No increase in the number of spectators to a game could add to the income. No refusal to do mean or ungenerous things would put the salary of a permanent teacher in jeopardy. The chief source of temptation to break rules, to steal players, and to work in "ringers" would be lacking, and teams would meet as friends with mutual respect. The existing tendency to exaggeration would be checked, and in the hands of dis-

creet managers the annual allowance would be devoted to the rational, healthy development of the whole student corps.

The attitude of boards of overseers, regents, and directors of colleges and universities toward athletics is anomalous and illogical in the extreme. Lest I give offense, let me refer only to my own university. I dare to claim that Washington University is fortunate above them all in its board of directors, and if I point out a failure to be entirely logical in the treatment of the subject before us, you must hasten to the conclusion that they who have done so much and so admirably on other lines will be among the first to see to the establishment of a new regime in athletics, if we succeed in demonstrating its logical and educational necessity.

Here is the present status: We have erected a large and well-appointed gymnasium costing \$150,000. Immediately adjoining is a superb athletic field, whose site, construction, and seating cost not less than \$100,000. The fact that the International Fair of 1904 will use this field explains in part its magnificent appointments, but not its poor logic, which is easily shown. Football, baseball, and field and track athletics are all provided for as far as grounds and bathing and dressing-rooms are concerned, thus implying full recognition of the importance and propriety of an athletic department in the university; yet thus far the board of directors has not been able to secure one dollar toward an endowment of this department. We have a magnificent laboratory, but as yet no adequate provision for its maintenance and use. A parallel proceeding would be for a college to provide a magnificent library with books in many tongues, but with never a librarian nor a professor of language and literature.

My contention is that if athletics are to be allowed to exist at all as a feature of college life, physical training,



including a fair proportion of domestic and intercollegiate athletics, should be incorporated into the curriculum. If athletics are not worthy of such recognition, they are not worthy of athletic fields and athletic club houses. If intercollegiate contests are not worthy of financial support and effective supervision, they ought not to be allowed, and it is the height of inconsistency to adopt eligibility rules which have no bearing except in the case of intercollegiate contests.

Under student management athletics have run riot in some institutions, and into serious exaggerations in many. In secondary schools the exaggerations are becoming intolerable. Sporting men and sporting methods are having a bad influence among boys, depreciating intellectual pursuits and degrading morals. I believe that athletics can be restrained within bounds and kept wholesome and altogether desirable, but active physical training must be required and made universal; intercollegiate games and field meets must be limited in number and improved in character; and all necessary funds must come from the college chest and be accounted for as rigidly as are the expenses of a department of engineering or a museum of art.

Enduring fame shall be the fortune of that institution which shall first adopt these suggestions and live up to the spirit of our resolutions. It must adequately endow its physical department, do away with the feature of gate receipts, eliminate the professional coach, and maintain pleasurable athletics among all its students. I propose to do my best in St. Louis to secure an endowment of a department of physical training in Washington University. We want a professor and director of physical training whose salary shall be paid out of the university chest, and an endowment of at least \$100,000, the income of which shall pay for the services of regular assistants, and meet the expenses of a few intercollegiate

complimentary games or meets each year. Who will join us in this noble enterprise and set the pace for a sweeping reform in the status and character of athletics in the universities of the United States?

The following paper was then presented:

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## REGULATION IN MISSOURI AND ADJACENT TERRITORY.

BY PHYSICAL DIRECTOR C. W. HETHERINGTON, UNIVERSITY OF MISSOURI.

The problem of athletic control in Missouri is the same for each college in the South or Southwest. In fact, it is the same for any college where social influences in the environment, the sentiments, general training, energy, stability, and financial status of the student body make it difficult to maintain highly developed teams, and where, further, the example and methods of great influential neighboring colleges give standards for achievement which cannot normally be maintained. Given these conditions dominating the development of athletics in any college, their regulation is always difficult.

My paper might well be called, "What I have learned concerning the regulation of athletics from my experience in Missouri," for inasmuch as Missouri has been the center of the most recent struggle for high standards in athletics, intimately associated with all the colleges of the Southwest in that struggle, and overshadowed by the influences of the larger colleges to the north, it has been a vantage-point from which to study present-day tendencies in college athletics. Having gone to Missouri with some knowledge of athletic conditions on the Pacific coast and in New England, I have come to feel that there are fac-

tors which are everywhere constant in their corrupting influence on athletics, and that these factors should receive our earnest attention in all efforts toward athletic regulation. I believe that they give the key to the present situation in athletics. They suggest new lines of attack for the regulation and control of athletics. Therefore it is of these factors that I first wish to speak.

1. First among the factors that are constant in their tendencies toward corruption is scholastic provincialism. This term does not refer to the local pride that makes for college spirit, but to the crude, unintelligent prejudices against rival colleges. It leads to bad feeling, distrust, hate, and combativeness in place of good fellowship, courtesy, and a manly rivalry. Provincialism is found not alone in those colleges where students are drawn largely from western rural districts, but in the old tradition-bound colleges of the East as well. In fact, it is not uncommon among members of our college faculties. It is a universal product of a narrow social experience, undisciplined emotions, and a cramped intellect. The rabid partisan fails to note that, had he matriculated in a rural college, the "black sheep" of his fancy would all have been "white," and the lambs he thinks so white would all have been black. This provincialism is a drag on every phase of college life, but it is chiefly dangerous to athletics because it lends itself to bad influences, unsportsmanlike suggestions, and the sway of mob mind.

2. Second among the factors that are constant in their tendencies toward corruption is an unhealthy craving to win. A craving to win is not only a natural and legitimate feeling, but it underlies many of the most pleasurable and stimulating emotions aroused by athletics. It becomes unwholesome or dangerous when exaggerated to unreasonable proportions, either through a contagion of local pride or through the unhealthy interest and influence of the sporty and betting element

which, swayed by the crudest of passions, feels nothing, knows nothing, and cares nothing for educational aims or sportsmanlike standards. This is the element that forced faculty control. Athletics are to them a gambling device. Their ideals are focused in one aim—*win*. Their interests and influence are a constant menace to honorable athletic standards. So long as college authorities allow characters that are a disgrace to the institution the privileges of the college, so long will there be an unscrupulous element debauching one of the fundamental instincts which create and develop athletic contests. A healthy, over-ardent craving to win is subject to educational influences; the unhealthy will yield only to harsh discipline.

3. Another factor that tends toward corruption is the competitive spirit. Normal competition is eagerly sought and enjoyed by athletes, but the craving tends to overleap itself and produce an exaggerated athleticism. It produces an accumulation of big intercollegiate games. There follows a profound concentration of effort, enormous labor, and great absorption of time. Everything becomes exaggerated. Surfeited athletes are worked up to a realization of their responsibilities; the honor of the college, its standing before the world, the number of students, all depend upon their efforts! Under the strain powerful men only can survive. A premium is placed on such men. It leads to an exaggerated hero-worship of the powerful expert athlete, and a contempt for the undeveloped boy with latent athletic powers. The athlete himself gains an exaggerated notion of his value and importance. He comes to expect favors, and thinks he is abused if he does not get them. No one honors the athlete more than I, but he should be honored within his own domain and with some sense of proportion. Athletic skill is no guarantee of intellectual culture or power, and it is very doubtful whether there is any relation be-

tween the physical courage exhibited on the football field and the moral courage necessary to fight for a moral principle.

4. The transient professional coach is another constant influence toward corruption. He is the most corrupting influence in college athletics to-day. The very nature of his position induces mental states that lead to corrupt practices; he is created by a desire for a winning team. His reputation depends on the production of a winning team. Success is rewarded by a spectacular reputation and a ridiculously large salary. The temptation is too much for mortal flesh. As very few coaches have any interest, power, or patience in developing the raw material in the student body, they become active agents in producing and fostering a recruiting spirit. It is astonishing with what unanimity present-day coaches demand fully developed athletic material. They are interested in their own reputations, not in the college. Their influence is uneducational, if not anti-educational. The greater their reputations, the more dangerous they become.

5. Last, but not least in importance, among the factors that lead to corruption is an apathetic, disinterested, careless, or dishonest faculty. Given this attitude on the part of the faculty, and influences of all the other factors are without check. In fact, the whole problem of athletic control comes back to the moral responsibility of the faculty. Any college where the faculty believes that its work begins and ends in the class-room will be disgraced by corrupt practices. This may be laid down as a general principle; either the administrative heads of the college, the faculty, or some individual member of the faculty gifted with a generous amount of moral courage and self-sacrifice, backed by either the sympathy of the administration or the faculty, must take up the thankless burden of athletic regulation and control. There probably never has been a case where the whole faculty of a

college has been tolerant of dishonest practices in athletics, but cases are not uncommon where the attitude of the faculty makes anything or everything possible. Unfortunately some members of our college faculties are men of neither high moral judgment nor high moral courage. On the one hand we have, though to be sure but seldom, the fanatical fool whose prejudice reigns above his sense of justice in his attitude toward the athlete; on the other hand we have, all too often, the attitude that lowers college standards for the athlete in obedience to the popular demand for a winning team. This is bad enough for the ordinary college professor, but when the administrative heads of a college, for the sake of the advertising value of a winning team, wink at the presence of an athlete whose intelligence and scholarship are a disgrace to the scholarly standards of the institution, it is not only dishonorable, but low-bred.

These five influences which I have described as factors constant in their tendencies to corruption culminate, unless counteracted by other influences, in those practices which we so much deplore. Among these the two most prominent before the college world at the present time are: first, unsportsmanlike feelings and conduct toward opponents; second, corrupt feelings and practices concerning the use of illegitimate players. Both of these headings are deserving of lengthy discussion, but time allows me but a few words concerning what I consider the most vicious and far-reaching of all the corrupting practices in college athletics, *i. e.*, the recruiting system. The practice of recruiting athletes has been of long duration, but the present subtle and insidious systematic organization of methods for securing athletes, apparently beyond the reach of faculty authorities, makes this evil the dominant menacing evil of college athletics. It is the most vicious and far-reaching of all the corrupting practices in athletics.

Recently I have attempted to collect information concerning the extent and moral influences of this system. The investigation, though scarcely begun, reveals conditions that are appalling. The material indicates clearly that there are many well-defined cases where athletes have been induced to enter colleges and take part in athletics through influences of the following character:

1. Cases where pleas concerning the standing of the college, the advantages of its environment, the prominence of its athletics, were made.

2. Cases where athletes were banqueted and flattered by attentions in order to induce them to enter a particular college.

3. Cases where railroad fare or a ticket to the college town was offered.

4. Cases where a position that would pay expenses was promised or given.

5. Cases where a salary for work that existed in name only was promised or given.

6. Cases where expenses in colleges were promised or given.

7. Cases where donations or a fixed sum of money or a salary were offered or given.

While it is very hard for college authorities to get evidence that will convict, almost everyone connected intimately with athletics knows of cases that illustrate the methods just enumerated. In this connection the following letters will be of interest. Names and addresses are purposely omitted.

DEAR SIR:

Your name has been handed to me as a possible candidate for our football team for next year. I write to add that if such has been your intentions, please carry them into effect and I am sure you will never regret it. We have had a fine team here for two seasons past, and we are sure of having one next year. There are vacancies at guard, end, halfback, and quarterback, and no old man

has his position "cinched" by any means. I know your ability from your record and will state that you stand a reasonably certain show of making our team. If you come we will give you a fair and impartial show and may the best man win.

Our schedule, so far as made, includes games with [writer enumerated three great colleges], and there is a possibility of our meeting a representative eastern team, probably Yale, but as yet there is no date arranged.

Will you kindly consider the matter and let me know as to what your intentions are, and if there is anything you wish to know, or I can be of any service to you otherwise, please feel free to call on,

Yours respectfully,

[Signed by the captain of a great middle western college team.]

Note the last paragraph carefully. This letter was sent to a big, powerful man who graduates this year and still has one year during which he could play on a college team.

MY DEAR ——— :

\* \* \* \* \*

If you can bring Mr. ——— here with you even for a visit I will send him transportation. In case a letter would not reach me in time, telegraph at my expense, if he can come. I wish very much that you would persuade him to come here to school.

Hoping to hear from you as soon after you receive this as possible, I am,

Yours truly,

[Signed by one of the great middle western college coaches].

*Manager of Football Team, State University, Columbia, Mo.;*

DEAR SIR: I am informed that you have not selected your football coach for next year. . . . I have several players in view who will go to school wherever I coach next fall. These men are good students and as good players as you will find anywhere west of the Mississippi, two are old college players and several are high school players, of these I am sure two would go to your University if I should want them to.

Yours truly,

[Signed by a prominent middle western coach.]



This man was asked what he could do, and the following was received in reply:

DEAR SIR:

Your letter of the 11th inst. stating that you had not selected your coach for next fall received a few days ago. . . . I will be willing to coach your team next year for \$— for the season. You see by this that it is not the money that I am after. Besides I should spend a good deal of my own salary for the benefit of the team. Of course I should use this as I saw fit. . . . I know of several men who I am quite sure I could induce to enter your institution if I coached next fall. . . .

Yours truly,

[Signed by same as last above.]

*Manager Football Team, Columbia, Mo.:*

DEAR SIR: What inducement can you offer a football player for the coming year? Have been under an efficient coach for two years and played R. H. on one of the leading western college teams. Weight 175. I am,

Yours respectfully,

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DEAR SIR:

I will now take the pleasure of dropping you a few lines to ask you a few question which I hope you will oblige me by answern them. Under what agreement can I enter the Missouri State University I would like to get in that football team I have been playing football four years and have been coached and practiced with a good many college players, I will gaurntee you that I will make good the first year. I have two offers from eastern colleges, but I would sooner go west, for that is where I intend to make my home in the future. Well, as I have no more to say I guess I will close hoping to hear from you soon Our by return mail, I remain

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Age 19 years, weight 185, height 5 ft 7 in.

These letters are but samples; they speak for themselves.

Doubtless there are numerous wild rumors and exaggerated tales concerning the practices of particular col-

leges and the golden opportunities offered the expert athlete; but if we had no proofs, the volumes of smoke indicate that there is some fire. The pitiable mental condition of those athletes who live on the outskirts of great athletic centers is proof in itself of the presence and debauching influence of the recruiting system.

Many are the complaints that college athletics have become a business in which winning out at any cost is the chief end—in which the spirit of commercialism is dominant. Disapproval is swamped in a growing conviction that recruiting is essential in order to make a respectable showing.

Among enthusiasts the all-absorbing topic of conversation is the nature of the material and the chances to win. The negotiations of the management for a coach are rife with such queries as: "What sort of material have you?" "What have you done to get good material?" The temper of the athletically inclined is elated or depressed according to the inventory of crack athletes on hand.

My data show clearly that the recruiting system has produced a widespread conviction among students that athletic power is a very desirable acquisition, that it at least insures a good time, easy work, prominence, and, where necessary, enables the athlete to get an education without cost to himself. There is scarcely an athlete of any prominence in the Southwest who does not believe that his athletic ability would net him handsome returns in any of the great northern or eastern colleges. Just imagine, if you do not actually know, the moral results of such a notion!

It would seem that students, alumni, managers, captains, and coaches, intoxicated by an exaggerated enthusiasm and a passion to win, have gone mad in a gluttonous search for material.

Apart from its corrupting influence, the recruiting

system as a policy is absolutely anti-educational. It is destructive of real internal athletic development. It discourages all effort toward the development of the latent athletic ability of undergraduates. It forces further recruiting. Survey the members of almost any college team that jumps to sudden prominence: what proportion of its members are developed from the ranks of the student body? What proportion are ready-made athletes from other sources?

President Jordan recently said: "I fear football has outgrown its usefulness." This seems to be the growing sentiment among the leading college men that have supported athletics. They have supported football, in common with other phases of athletics, because of their value to young men. Recently they have uttered nothing but complaints. Lose their support and the days of football prosperity are numbered.

Face to face with this demoralizing and ruinous influence we may well ask: What is to be done? Are we to resort to further rule-making? Personally, I believe that technical legislation on rules of eligibility has about reached its limit of usefulness. There are one or two rules that might be helpful, but it is a serious commentary on the motives at work in athletics that we have had forced upon us already so many rules. What is needed is a change of heart in the application of these rules. We need to apply our rules from the standpoint of the rival college. The world should know that the honor of the institution is to be placed above the right of any individual to take part in intercollegiate contests. How different is this standpoint from the one usually adopted, yet it would do away with the frequent disgraceful intercollegiate squabbles over the eligibility of players. Further, it would diminish those rumors that are now a corrupting influence in themselves.

The application of rules of eligibility, however, no

matter how conscientiously and generously interpreted, will not suffice to eradicate the baneful practices now dominating athletics. We must change our attack and strike at the factors constant in their tendency to produce those practices.

1. Among the factors that are constant in their influences for corruptions, the professional coach stands in a class by himself. His educational position is anomalous. He is the center in which, and around which all the other baneful influences are aroused and operated. There is only one thing to do with him, and that is, eliminate him.

2. Associated with the professional coach are those dishonest students, alumni, and sympathizers who, dominated by an unhealthy craving to win, resort to such subtle methods in the recruiting of expert athletes that they are the despair of faculty committees on athletics. Unfortunately all of this element cannot be eliminated. I have often been asked: How can you find out what is done by these people? There is only one way to reach the dishonest element, and that is, let the policy toward recruiting athletes be well understood, and then make any effort at recruiting unsafe, by compelling each candidate for a team to sign a certificate so searching in its character that it will be hard for any irregularity to escape detection.

The following certificate seems to me to be pregnant with possibilities for the discouragement of recruiting agents and methods:

#### ELIGIBILITY CERTIFICATE.

[*Face of certificate.*]

NOTE.—“Any candidate for an athletic team who, in signing his eligibility certificate, or when asked questions by the Director, makes misrepresentations or omissions concerning his athletic career shall be dismissed from the University.”—By order of the Executive Board of Curators.

Get a copy of the rules of eligibility and read them carefully before signing this certificate.

Name in full.....  
 Candidate for what degree..... Class.....  
 Date when first entered college.....  
 Date of entrance this year.....  
 Are you regularly attending and do you propose to attend the course  
 for which you are registered?.....  
 Number of credit hours' work..... Have you any delinquen-  
 cies in scholarship? .....  
 Have you been a member of a team in any other college?.....  
 If so (a) Were you in good standing in your studies?.....  
 (b) Did you drop out before the end of the college half-year  
 after taking part in athletics?.....  
 How many years have you played in the aggregate on a college  
 team? .....  
 Are you an amateur according to the rules of the Amateur Athletic  
 Union? .....  
 Have you ever been a member of a team other than a team con-  
 nected with an educational institution?.....  
 Have you ever received compensation directly or indirectly for par-  
 ticipation in any athletic contest?.....  
 Have you ever directly or indirectly offered your athletic abilities  
 to be used by any athletic team for compensation?.....  
 Have you received any intimations that you would be tendered com-  
 pensation for your present connection with athletics which you  
 have not reported to the Director of Athletics?.....  
 Have you received any offer of compensation from a student or ath-  
 letic official of any educational institution for your athletic  
 abilities which you have not reported to the Director of Ath-  
 letics? .....  
 Do you hereby promise to report any such offer when received?.....  
 Do you receive any compensation from the University for instruc-  
 tion of any kind?.....  
 What is your source of support?.....

[Back of certificate.]

#### OUTLINE OF INSTITUTIONAL AND ATHLETIC CAREER.

In the first column below give a complete list of preparatory schools and colleges attended, in chronological order. In the second column place after each school the teams for which you were

a candidate, with years, and the teams upon which you played, with years.

Also give teams played on other than school teams. Make a note of any athletic institutions or coaching done, whether paid for it or not.

SCHOOLS ATTENDED, WITH YEARS.	TEAMS PLAYED ON, WITH YEARS.

I certify by this, my signature, that the above statements are correct, that I am an amateur, and in every way eligible according to the spirit and letter of the rules adopted by Missouri University.  
(Signed) .....

To the best of my belief and knowledge I certify that the above is correct.

.....  
Captain of.....Team.  
.....  
Manager of.....Team  
.....  
Coach of.....Team

Back this certificate by a well-enforced rule such as that stated at the head of the certificate, and the discipline of the institution must be lax indeed, and the character of the students very low, if it does not place the situation well within the hands of a vigorous committeeman. No college has a right to use an athlete without investigating his career. The co-operation of other colleges should be asked. An investigation and vigorous cross-questioning should handle the most stubborn case. If there are suspicious circumstances surrounding an athlete's career, he should be disqualified.

3. Many of the corrupting influences in athletics are subject to and will yield to the educational influences and discipline of the faculty. This is true of those influences that are due to crudeness, ignorance, prejudice, undis-

ciplined enthusiasm, or chagrin—in fact, all those factors which I have classed under the head of provincialism, exaggerated athleticism, as well as the representative normal student craving to win. The rougher, cruder element needs the influence of discipline, but the majority of college students will follow an appeal for high standards, generous sportsmanship, and manly conduct.

At a recent meeting of athletic representatives from the leading colleges in Missouri, called to discuss the athletic situation, seven resolutions were adopted, the first three of which were as follows:

1. *Resolved*, That it is the conviction of this conference that all college athletics should be under the control and supervision of the college faculty. That the faculty authorities responsible for the standards maintained in athletics should instruct the general student body, as well as candidates for teams, in the principles of good sportsmanship and manly conduct in their athletic activity, and that penalties be imposed upon players who in any way resort to unfair tactics in a contest or make themselves obnoxious while connected with the team.

2. *Resolved*, That in every college community a public opinion should be fostered which shall be absolutely fair and courteous to visiting teams, which shall be prompt to recognize and applaud good plays and acts of chivalry on either side, and which never drops below the plane of considerate and gentlemanly conduct.

3. *Resolved*, That the authorities of each college discountenance betting in connection with athletic events and endeavor to build up a public sentiment against this baneful evil.

I believe these resolutions contain hopeful suggestions for a future line of action in the control of athletics.

That their spirit as well as the suggestions concerning methods are capable of practical application we have fully demonstrated by results accomplished in Missouri University.

If the intent of these resolutions is wise, they indicate a need in college life of some organized educational work in student affairs. Walter Camp in a private conversation suggested this need several years ago. Why not give official recognition to the literary, debating, dramatic, musical, and athletic activities of students as a part of their college career? Place them under the direction of a secretary, or director, or dean of student activities, who shall be charged with the control of student affairs and organize educational work along the lines suggested by the resolutions just read.

These suggestions for the control, suppression, or elimination of corrupting characters in the college community and the education of the student body in standards of sportsmanship will rid athletics of all these corrupting factors described above, just in proportion to the efficiency of the faculty in its work.

Can we not go farther and establish principles that will tend to secure the educational value of college athletics as well as dictate methods for the legitimate development of athletics as a sport? If competitive athletics are to remain a permanent phase of college student life, they must be organized and conducted in harmony with the broader educational aims of the college. The craving to participate in athletics, the craving to win, and the pleasures in highly developed expert athletic performances are normal and healthful, and should have legitimate expression.

Can a criterion be established making the distinction between corrupt practices and legitimate practices in developing a winning team as clear-cut as the distinction between professional and amateur? If college athletics



have a value for college men, if they have a place among or associated with the college duties of the students, that value is for the undergraduate. Therefore I ask: Will not this serve as the criterion sought? Any influence that bars or tends to discourage the average undergraduate from participation in athletic sports is a corrupting, ruinous, and professionalizing policy because its logical end is hired men.

This principle logically applied would itself revolutionize present-day athletic methods. In the first place, it would dictate a suppression of the recruiting system. In the second place, it would dictate very stringent rules against the graduate player or eliminate him. In the third place, it would dictate as a substitute for the professional coach a permanent instructing head or body that could systematically organize the development of latent athletic talent. Lastly, it would tend to place athletics under their normal and most healthful auspices as a phase of the department work in physical training. The department organization of athletics secures their educational value to a large number of students working at a normal intensity, as against a few working at an abnormal intensity. From experiences in Missouri we feel that this is the ultimate method of solution for all the problems in competitive athletics.

As a last word I wish to say that the responsibility for the moral condition in athletics rests on the leading college or colleges in any community. The responsibility for athletic morality in Missouri rests largely with the State University; the responsibility for athletics in the middle West rests largely with Michigan, Chicago, and Wisconsin. Unless these three institutions handle their athletics by methods that are above reproach, every irregularity or rumor of irregularity will be duplicated in a series of reverberations from lesser colleges. Moral responsibility never fails to come home to its own.

PRESIDENT JORDAN, of Leland Stanford Junior University, being called upon to speak on the subject of athletics, then addressed the Association as follows:

I may say that I have never heard a discussion on any college matter that I agree with so thoroughly from one end to the other. I feel under very great obligations to all the different speakers.

I think that we in Stanford University are ready to join with Professor Woodward's scheme of putting the whole matter of athletics in charge of a composite committee. Two years ago in California we abolished the professional coach, and we shall, as soon as we can get around to it, abolish the gate money. The rest of the evils will mostly take care of themselves.

In regard to the professional coach we have had rather a peculiar experience. It was the great fortune of California that when football began Walter Camp came as professional coach. He was with us at Stanford some four years, and he started the whole matter—so far as both the institutions on the coast are concerned—on a sound basis. He was really a college man with college instincts, and his influence has not yet lapsed on the coast. We have a great advantage there in having only two great institutions; there is but one great game, and when that is over everything drops. We do not find it necessary to play right and left in every direction.

It seems to me—without trying to go over the ground so well gone over already—that one very important element rests with the faculty itself. It is the absolute duty of the faculty to see that there is nobody in the institution for football alone. The football player should be compelled to go right on with his work in essentially the same way as the others do. It is impossible for him to do that and play fifteen or twenty different games; and these fifteen or twenty different games are an unmitigated evil.

It is impossible for ten or twelve or fifteen games to be played by the team of any institution without that institution suffering. The faculty must join in overlooking the fact that these men are not doing the work that they ought to do. And that brings up another duty of the faculty. It is impossible for the faculty to treat its football idlers severely if it allows its other loafers to go on to the end of the term. I think that the most important move in university advancement in this country now is, getting rid of the idlers—all classes of idlers; not only those who do not pass their examinations at the end of the term, but those who are not doing from day to day the work that they ought to do. When we are ready to get rid of the idlers, it will be easy to get rid of the football idlers.

I have the permission of the Michigan men here to say a very plain word. We had Walter Camp with us as a coach, and every influence that came from Camp was good. We had two other men from Yale afterward, Cross and Chamberlain; their influence was good, but they did not win any games. And then we had other men who did win a game. Among others we had Yost, and with Yost we won the game of that year; and what I want to get at is simply an illustration:

A young fellow came in from the mines who wanted to study mining engineering—a tremendously big and strong fellow. He was admitted because of certain symptoms of earnestness he showed—admitted as special student, having no credits whatever. He was not allowed to take part in any athletic sports whatever at Stanford, failed in his studies, and was dropped. Yost carried him to Michigan, where he has become the center of the strong team which is the pride of Michigan University; and this man, who was not able to pass any examinations when he was not playing, has been playing some ten or fifteen games a year at Michigan. And he is

a type of the kind of corruption for which, in its last analysis, the faculties of the universities alone are responsible. It is up to us to see that that kind of man is not used for that kind of purpose.

There are a great many other illustrations of that sort which I might give, and I know the Michigan men will pardon me for using their particular sins when the rest of us have all been sinners. All of us who have ever had Yost or any Yost-like man about are not to be counted as sinless.

Now, if we get rid of our idlers—our men who are working simply for social recognition, those who are dissipating, those who are stupid and cannot do the work—if we will simply take the pains to get rid of them, as we need to do if they are enemies, then we shall be able to attack the athletic imposter and parasite. But it is impossible to do away with men like Gregory while we allow the other idlers who are engaged in other pursuits to remain in the institution.

I feel proud, as a representative of Stanford, where we once had Hetherington, of the work that Hetherington has done in the University of Missouri in cleaning up and purifying the condition which is made by the toleration by the university faculties of all those various evils and by the extension of the methods by which men win at any cost.

PRESIDENT JESSE, of the University of Missouri:

I think that the two most important questions that have ever been brought before the North Central Association are these: the report yesterday afternoon on accredited schools, and this discussion this morning.

Forgive me a little; I want to tell an incident which is unique, but illustrates a good point. Years ago the University of Missouri was guilty of all the low-grade athletic sins that any institution of learning could be

guilty of. The sins of higher grade it perhaps avoided. The president, I must say, stood constantly against corruption in athletics, but he happened to be a simple-minded creature that has always been easy to fool and is easy to fool now. He doesn't know how to look a man in the face and question his word until he knows that man to be a liar. On a certain occasion a colporter, representing the Y. M. C. A. and its colporter work, came to the University of Missouri. He was a giant; Goliath of Gath was small beside him. He was the biggest, strongest man I ever saw. He came there to sell us Young Men's Christian Association books. The boys immediately seized upon him for the football team, and persuaded him to stop Christianizing and to go into athletic associations. The president became suspicious, and when the young man presented himself for admission he said to him: "Mr. B., are you coming into this university to play football or to study?" He put on the most injured look that I ever saw a man put on: "Sir, I am coming to study. I am engaged in this work of selling books in order that I may gain an education, and I think that I have found a good institution." That tickled me. I said: "So you propose to stay during the entire year and to complete it?" He said: "God helping me, yes." My piety—the little that I have—was excited, stimulated. He said: "If I can possibly make money to stay, I shall stay with you." I said: "Sir, I beg your pardon for asking you these questions. I feel very much mortified for having suspected the purity of your motives." We shook hands. I admitted him as a student. He played magnificently; the team won every game that year, and I even tried to meet Michigan; tried strenuously; even wrote to President Angell challenging him to a game. I thought my team was all right—a lovely team. I didn't know that it was corrupt. The president replied that the only game that he could give me would be one between

himself and myself, and he thought that I would better not engage in that. At the end of the season—namely the great Thanksgiving game at Kansas City, which is the athletic representative now of the old border warfare between Kansas and Missouri—at that athletic game this fellow won a glorious victory, and we sang the song of Miriam after the passage of the Red Sea. I never saw the man after that; I have never seen him since. He disappeared in a blaze of glory, and I found out the next spring (they always let these things leak out in the spring, when it is too late for the old man to make a fuss about it) that the students had offered him no money, but he represented that if he didn't play football, but sold Young Men's Christian Association books, he would probably sell 140 copies of the book which he was chiefly representing; and the alumni down town—not the boys at the university—bought 140 copies. It was some book of piety, I don't know what; we will say *Baxter's Call to the Unconverted*. One or two other things of that sort happened, and I determined that I would get somebody that had a better head for conducting these things than I had, and, following the example of the University of Chicago (which I commend to you in this respect), we scoured the federal Union for a director of the gymnasium and under his control we placed all athletics from a croquet mallet and a tennis racket up to the gymnasium and the football. We strove to get a man and not a great lump of beastly muscle, and we found a man in a graduate of Stanford University taking postgraduate work at Clark University. That man has cleansed the university for us, and athletics have become with us—forgive my modesty—a means of grace. He has, with the aid of Washington University, practically cleansed the state of Missouri; but in order to keep clean ourselves we must cleanse the northern half of the Mississippi valley.

PRINCIPAL E. V. ROBINSON, of the Central High School, St. Paul:

It is late, and I shall not say many words, but I do want to say this, that the secondary men—high school men—are confronted with a great problem in respect to this matter, and the solution of that problem depends very largely upon the universities, because our boys in the high schools are constantly copying the universities and the colleges; and until this northern half of the Mississippi valley is somewhat cleansed it is an almost impossible problem for the high school men to maintain any sort of purity or decency in high school athletics. In the football contests we have had to contend with every one of the vices that have been named here, and some that have not been named. And it is becoming a very serious question indeed whether we would not have to destroy high school athletics root and branch in order to get rid of this thing. The high school with which I am connected enrolls some 1,300 students, and aside from the routine office work, all I have had time to do this year has been to attend to athletics; and I don't think I have wasted very much time either.

I do not know what the next move is going to be. In one respect I was able to congratulate myself, and that is that we started in at the financial end of this. In my own experience I found that those who were elected to positions of control did so avowedly and openly for the purpose of grafting. And we got rid of this root and branch by means of direct and indirect faculty control. But that thing still continues between the schools. There is a Northwestern Athletic Association, which has a very high-sounding title, though it really includes only the schools of Minneapolis, St. Paul, and Stillwater; and that thing is a stealing thing from start to finish. It is a notorious fact that in various ways hundreds of dollars

have disappeared. And it is, so far, entirely out of the control of the faculty of any of the schools.

The control of our athletics in the high school in respect to scholarship has been a most difficult thing with us. We did not start at that end; we started at the financial end. And this year I have suspended more people from school for violating rules of scholarship with respect to athletics than for all other purposes put together. And the end is not yet. We shall not be able to establish any sort of decent condition in athletics in high schools until there is more decency in athletics in college.

PROFESSOR HOLGATE, of Northwestern University:

I wish sincerely that some steps could be taken to have these papers published between now and the first of June that they might be distributed broadcast through this Mississippi valley, both in the colleges and the high schools, and particularly through the boards of colleges and trustees—say May 1st or April 15, if possible. I make that as a motion.

An amendment was moved by President Kirk, that a sufficient number of special pamphlets be published, including only the proceedings of the Saturday morning session, to supply the demand, the number to be left to the judgment of the officers.

The amendment was accepted and included as part of the motion, and the motion as thus amended was adopted.

At the request of Principal Harris, Dean Woodward, of Washington University, was added to the Committee on Athletics.

It was moved by Professor Snow, that consideration of the last resolution on the printed programme be made a special order for the next annual meeting. The motion was adopted.



The report of the auditing committee was then presented as follows, and, upon motion was adopted:

Your auditing committee would respectfully report that they have examined and checked over the accounts of the treasurer and find them correct.

Respectfully submitted,

S. O. HARTWELL,  
C. A. WALDO,  
E. D. EATON.

The committee on time and place of the next meeting reported as follows:

We recommend that the next meeting of the Association be held at the Auditorium, in Chicago, on the first Friday and Saturday in April, 1904, the Executive Committee to be empowered to change the date to the week previous or following, should them deem best.

E. L. HARRIS,  
W. J. S. BRYAN,  
W. W. BEMAN.

On motion the report was adopted with the amendment that the Executive Committee be empowered to change the place as well as the time.

The Committee on Nominations presented the following report:

Your Committee on Nominations begs to recommend for election to the various offices to be filled the names given below.

Respectfully yours,

GEO. E. MACLEAN,  
CARL LEO MEES,  
FREDERICK L. BLISS.

FOR PRESIDENT:

President Andrew S. Draper,  
University of Illinois.

FOR VICE PRESIDENTS:

OHIO—

President H. C. King,  
Oberlin College.  
Principal Malcolm Booth,  
Steele High School, Dayton.

MICHIGAN—

Professor Delos Fall,  
Albion College.  
Principal Webster Cook,  
Saginaw East Side High School.

INDIANA—

President W. P. Kane,  
Wabash College.  
Principal C. T. Lane,  
Fort Wayne High School.

ILLINOIS—

President E. J. James,  
Northwestern University.  
Director E. O. Sisson,  
Bradley Polytechnic Institute.

WISCONSIN—

President Edward D. Eaton,  
Beloit College.  
Principal J. H. Pratt,  
Milwaukee Academy.

MINNESOTA—

President Cyrus Northrup,  
University of Minnesota.  
Principal E. V. Robinson,  
St. Paul High School.

IOWA—

President Wm. F. King,  
Cornell College.  
President H. H. Seerley (Cedar Falls),  
State Normal School.

**MISSOURI—**

President Richard H. Jesse,  
University of Missouri.  
Principal W. J. S. Bryan,  
St. Louis High School.

**NEBRASKA—**

President E. Benjamin Andrews,  
University of Nebraska.

**KANSAS—**

Chancellor Frank Strong,  
University of Kansas.

**COLORADO—**

President James H. Baker,  
University of Colorado.  
Principal W. H. Smiley,  
High School District No. 1, Denver.

**FOR SECRETARY:**

Professor Joseph V. Denney,  
Ohio State University, Columbus.

**FOR TREASURER:**

Principal J. E. Armstrong,  
Englewood High School, Chicago.

**FOR EXECUTIVE COMMITTEE:**

Principal E. L. Harris, Cleveland Central High School.  
President John R. Kirk, State Normal School, Kirksville, Mo.  
President George E. MacLean, State University of Iowa.  
Professor Fred. N. Scott, University of Michigan.

On motion the secretary was instructed to cast the ballot of the Association for the nominees recommended by the committee.

President Harper, of the University of Chicago, then invited the members of the Association and their visitors to take luncheon at the Quadrangle Club at 1 o'clock.

It was moved by Principal Harris that a vote of

thanks be tendered to President Harper and the authorities of the University of Chicago for their hospitality in entertaining the Association, and also that the very hearty thanks of the Association be given to President Jordan, of the Leland Stanford, Junior, University, for the part which he has taken in the meetings of the Association, and in particular for his admirable address on Friday evening. The motion was adopted.

The Association then adjourned, at 12:30 p. m.

Upon invitation of President Harper, the members of the Association then attended an informal luncheon at the Quadrangle Club.

## LIST OF MEMBERS.

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### INSTITUTIONS.

(c. m. means charter member.)

#### OHIO.

Ohio State University, c. m., Columbus, President W. O. Thompson.  
Western Reserve University, c. m., Cleveland, President Chas. F. Thwing.

Oberlin College, c. m., Oberlin, President H. C. King.

Ohio Wesleyan University, c. m., Delaware, President Jas. W. Bashford.

Denison University, '99, Granville, President Emory W. Hunt.

University of Cincinnati, '99, Cincinnati, President H. Ayers.

Central High School, c. m., Cleveland, Principal Edward L. Harris.

Hughes High School, '96, Cincinnati, Principal E. W. Coy.

Steele High School, '96, Dayton, Principal Malcolm Booth.

High School, '96, Toledo, Principal C. G. Ballou.

Walnut Hills High School, '99, Cincinnati, Principal J. Remsen Bishop.

Woodward High School, '99, Cincinnati, Principal Geo. W. Harper.

West High School, '00, Cleveland, Principal Theo. H. Johnston.

East High School, '02, Columbus, Principal F. B. Pearson.

University School, '02, Cleveland, Principal George D. Pettie.

South High School, '02, Cleveland, Principal G. A. Ruetenik.

Lincoln High School, '02, Cleveland, Principal J. W. McLane.

High School, '02, Chillicothe, Principal Ralph R. Upton.

East High School, '02, Cleveland, Principal B. U. Rannels.

#### MICHIGAN.

University of Michigan, c. m., Ann Arbor, President Jas. B. Angell.

Albion College, c. m., Albion, President Samuel Dickie.

Central High School, c. m., Grand Rapids, Principal A. J. Volland.

Michigan Military Academy, c. m., Orchard Lake.

High School, '95, Kalamazoo, Superintendent S. O. Hartwell.

East Side High School, '95, Saginaw, Superintendent E. C. Wariner.

Detroit University School, '00, Detroit, Principal Frederick L. Bliss.

## INDIANA.

Indiana University, c. m., Bloomington, President Joseph Swain.  
Wabash College, c. m., Crawfordsville, President W. P. Kane.  
High School, c. m., LaPorte, Superintendent J. W. Knight.  
High School, '96, Fort Wayne, Principal C. F. Lane.  
Girls' Classical School, '00, Indianapolis, Principal May W. Sewall.  
High School, '01, Lafayette, Superintendent E. Ayers.

## ILLINOIS.

University of Illinois, c. m., Champaign, President Andrew S. Draper.  
University of Chicago, c. m., Chicago, President Wm. R. Harper.  
Northwestern University, c. m., Evanston, President E. J. James.  
Lake Forest University, c. m., Lake Forest, President R. D. Harlan.  
Knox College, '96, Galesburg, Professor H. E. Griffith.  
High School, c. m., Evanston, Principal Henry L. Boltwood.  
Northwestern Academy, c. m., Evanston, Principal H. F. Fisk.  
Morgan Park Academy, c. m., Morgan Park, Dean W. J. Chase.  
Manual Training School, c. m., Chicago, Director H. H. Belfield.  
Harvard School, c. m., Chicago, Principal John J. Schobinger.  
High School, c. m., Peoria, Superintendent Newton C. Dougherty.  
Lake Forest Academy, c. m., Lake Forest, Principal Conrad Hibbeler.  
North Division High School, '96, Chicago, Principal O. S. Westcott.  
West Division High School, '96, Chicago, Principal C. M. Clayberg.  
Hyde Park High School, '95, Chicago, Principal C. W. French.  
Lake View High School, '96, Chicago, Principal B. F. Buck.  
Englewood High School, '96, Chicago, Principal J. E. Armstrong.  
Ottawa Tp. High School, '96, Ottawa, Principal J. O. Leslie.  
Lyons Tp. High School, '96, La Grange, Principal Cole.  
Lewis Institute, '95, Chicago, Director G. N. Carman.  
Streator Tp. High School, '97, Streator, Principal Alfred Bayliss.  
Bradley Polytechnic Institute, '97, Peoria, Director E. O. Sisson.  
High School, '98, Elgin, Principal Eugene C. Pierce.  
Lake High School, '99, Chicago, Principal Edward F. Stearns.  
Marshall High School, '99, Chicago, Principal Louis J. Block.  
Ferry Hall Seminary, '00, Lake Forest, Principal Sabra L. Sargent.

## WISCONSIN.

University of Wisconsin, c. m., Madison, President Van Hise.  
Beloit College, c. m., Beloit, President Edward D. Eaton.

Milwaukee-Downer College, '97, Milwaukee, President Ellen C. Sabin.

Milwaukee Academy, '97, Milwaukee, Principal J. H. Pratt.

#### MINNESOTA.

University of Minnesota, '96, Minneapolis, President Cyrus Northrup.

#### IOWA.

State University of Iowa, c. m., Iowa City, President Geo. E. MacLean.

Cornell College, c. m., Mt. Vernon, President Wm. F. King.

State Normal School, c. m., Cedar Falls, President Homer H. Seerley.

Iowa College, '95, Grinnell, President J. H. P. Main.

High School, '01, Muscatine.

#### MISSOURI.

University of Missouri, c. m., Columbia, President Richard H. Jesse.

Washington University, c. m., St. Louis, Chancellor Winfield S. Chaplin.

Drury College, '98, Springfield, President Homer T. Fuller.

Missouri Valley College, '98, Marshall, President Wm. H. Black.

High School, '96, St. Louis, Principal W. J. S. Bryan.

Westminster College, '00, Fulton, President John H. MacCracken.

Mexico High School, '00, Mexico, Superintendent D. A. McMillan.

Manual Training High School, '00, Kansas City, Principal G. B. Morrison.

Mary Institute, '00, St. Louis, Principal E. H. Sears.

Kirkwood High School, '00, Kirkwood, Superintendent R. G. Kinkad.

Park College, '02, Parkville, President Lowell M. McAfee.

#### NEBRASKA.

University of Nebraska, '96, Lincoln, President E. Benj. Andrews.

#### KANSAS.

University of Kansas, '96, Lawrence, Chancellor Frank Strong.

## COLORADO.

University of Colorado, '96, Boulder, President Jas. H. Baker.  
Colorado College, '96, Colorado Springs, President W. F. Slocum.  
High School No. 1, '96, Denver, President Wm. H. Smiley.

## OKLAHOMA.

University of Oklahoma, '01, Norman, President David R. Boyd.

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## INDIVIDUAL MEMBERS.

## OHIO.

Jos. V. Denney, '03, Dean of the College of Arts, Philosophy and Science, Ohio State University, Columbus.  
W. W. Boyd, '03, High School Visitor, Ohio State University, Columbus.  
Cady Staley, '95, President Case School, Cleveland.  
Henry C. King, '96, President of Oberlin College, Oberlin.  
Charles S. Howe, '02, Professor in Case School of Applied Science, Cleveland.

## MICHIGAN.

W. W. Beman, '95, Professor in the University of Michigan, Ann Arbor.  
Francis W. Kelsey, '95, Professor in the University of Michigan, Ann Arbor.  
Fred N. Scott, '98, Professor in the University of Michigan, Ann Arbor.  
L. H. Jones, '95, President of State Normal, Ypsilanti.  
A. S. Whitney, '03, High School Inspector, University of Michigan, Ann Arbor.  
Delos Fall, '03, Superintendent of Public Instruction, Lansing.

## INDIANA.

Clarence A. Waldo, '95, Professor in Purdue University, Lafayette.  
Carl Leo Mees, '96, President of Rose Polytechnic, Terre Haute.  
J. J. Mills, '99, President of Earlham College, Richmond.  
Robert J. Aley, '99, Professor in Indiana University, Bloomington.  
Edward Ayers, '99, Superintendent of Schools, Lafayette.



W. W. Parsons, '99, President of the State Normal School, Terre Haute.

Stanley Coulter, '01, Professor in Purdue University, Lafayette.

C. N. Kendall, '01, Superintendent of Schools, Indianapolis.

T. F. Moran, '02, Professor in Purdue University, Lafayette.

#### ILLINOIS.

S. A. Forbes, '95, Dean, University of Illinois, Champaign.

A. V. E. Young, '95, Professor in Northwestern University, Evanston.

Thomas C. Chamberlin, '95, Professor in the University of Chicago, Chicago.

Harry P. Judson, '95, Professor in the University of Chicago, Chicago.

Marion Talbot, '97, Dean of Women, University of Chicago, Chicago.

Wm. A. Greeson, '97, Dean of Lewis Institute, Chicago.

F. W. Gunsaulus, '96, President of Armour Institute, Chicago.

U. S. Grant, '02, Professor in Northwestern University, Evanston.

Thomas F. Holgate, '99, Professor in Northwestern University, Evanston.

J. A. James, '99, Professor in Northwestern University, Evanston.

A. F. Nightingale, c. m., County Superintendent, 1997 Sheridan Road, Chicago.

R. E. Hieronymus, '03, President of Eureka College, Eureka.

H. A. Hollister, '03, High School Inspector, University of Illinois, Champaign.

#### WISCONSIN.

Edward A. Birge, '96, Professor in the University of Wisconsin, Madison.

M. V. O'Shea, '98, Professor in the University of Wisconsin, Madison.

A. W. Tressler, '03, High School Inspector, University of Wisconsin, Madison.

#### MINNESOTA.

George B. Aiton, '97, State Inspector of High Schools, Minneapolis.

#### MISSOURI.

F. Louis Soldan, '00, Superintendent of Schools, St. Louis.

John R. Kirk, '98, President of the State Normal School, Kirksville.

C. M. Woodward, '99, Professor in Washington University, St. Louis.

Ben Blewett, '03, Assistant Superintendent of Schools, St. Louis.

KANSAS.

W. A. Davidson, '99, Superintendent of Schools, Topeka.

IOWA.

J. F. Brown, '03, High School Inspector, State University, Iowa City.

# CONSTITUTION OF THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS.

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AS AMENDED AT THE THIRD ANNUAL MEETING,  
APRIL 1, 1898.

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## ARTICLE I.

### NAME.

The name of this Association shall be the North Central Association of Colleges and Secondary Schools.

## ARTICLE II.

### OBJECT.

The object of the Association shall be to establish closer relations between the colleges and secondary schools of the North Central States.

## ARTICLE III.

### MEMBERSHIP.

Section 1.—The members of the Association shall consist of the following two classes: First, colleges and universities, and secondary schools. Secondly, individuals identified with educational work within the limits of the Association.

Sec. 2.—Election to membership shall require a two-thirds vote of the members present at any meeting, and shall be made only upon the nomination of the Executive Committee.

Sec. 3.—In the membership of the Association, the representation of higher and of secondary education shall be as nearly equal as possible.

Sec. 4.—An institutional member shall be represented at the meeting of the Association by its executive head, or by some one designated by him in credentials addressed to the Secretary.

Sec. 5.—No college or university shall be eligible to membership whose requirements for admission represent less than four years of secondary work.

Sec. 6.—No college or university shall be eligible to membership which confers the degree of Doctor of Philosophy or Doctor of Science except after a period of three years of graduate study, not less than two of which shall be years of resident study, one of which shall be at the institution conferring the degree.

Sec. 7.—No secondary school shall be eligible to membership which does not have a four years' course of study.

## ARTICLE IV.

### POWERS.

All the decisions of the Association bearing upon the policy and management of higher and secondary institutions are understood to be advisory in their character.

## ARTICLE V.

### OFFICERS AND COMMITTEES.

Section 1.—The officers of the Association shall be a President, two Vice-Presidents from each state represented in the Association, a Secretary, a Treasurer, and an Executive Committee consisting of the President, the Secretary, the Treasurer, and four other members elected by the Association.

Sec. 2.—The officers shall be chosen at the annual meeting for the term of one year, or until their successors are elected. The election shall be by ballot.

Sec. 3.—The Executive Committee shall have power to appoint committees for conference with other bodies, whenever in their judgment it may seem expedient.

Sec. 4.—In case an officer holding office as representative of an institutional member severs his connection with the institution represented, he shall at his discretion hold his office until the close of the next regular meeting of the Association.

Sec. 5.—The Executive Committee shall have authority to fill a vacancy in any office, the officer elected by the committee to hold office until the close of the next annual meeting.

## ARTICLE VI.

### DUTIES OF OFFICERS.

Section 1.—The President, or in his absence one of the Vice-Presidents selected by the Executive Committee, shall preside at

the meetings of the Association, and shall sign all orders upon the Treasurer.

Sec. 2.—The Secretary shall keep a record of the proceedings of the Association and attend to all necessary correspondence and printing.

Sec. 3.—The Treasurer shall collect and hold all moneys of the Association, and pay out the same upon the written order of the President.

Sec. 4.—The Executive Committee shall make all nominations for membership in the Association, fix the time of all meetings not otherwise provided for, prepare programmes, and act for the Association when it is not in session. All the acts of the Executive Committee shall be subject to the approval of the Association.

## ARTICLE VII.

### MEETINGS.

There shall be an annual meeting of the Association and such special meetings as the Association may appoint.

## ARTICLE VIII.

### MEMBERSHIP FEE.

To meet expenses, an annual fee of \$3.00 shall be paid by each member, and each member shall have one vote.

## ARTICLE IX.

### QUORUM.

One-fourth of the members of the Association shall constitute a quorum.

## ARTICLE X.

### AMENDMENTS.

This constitution may be amended by a three-fourths vote at any regular meeting, provided that a printed notice of the proposed amendment be sent to each member two weeks before said meeting.

## OFFICERS FOR THE YEAR 1903-1904.

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### PRESIDENT.

Andrew S. Draper, President of the University of Illinois,  
Champaign.

### VICE-PRESIDENTS.

#### OHIO.

Henry C. King, President of Oberlin College, Oberlin.  
Malcolm Booth, Principal of Steele High School, Dayton.

#### MICHIGAN.

Delos Fall, Professor in Albion College, Albion.  
Webster Cook, Principal of the Saginaw East Side High  
School.

#### INDIANA.

W. P. Kane, President of Wabash College.  
C. F. Lane, Principal of the Fort Wayne High School.

#### ILLINOIS.

E. J. James, President of the Northwestern University,  
Evanston.  
E. O. Sisson, Director of the Bradley Polytechnic Institute,  
Peoria.

#### WISCONSIN.

E. D. Eaton, President of Beloit College, Beloit.  
J. H. Pratt, Principal of Milwaukee Academy, Milwaukee.

#### MINNESOTA.

Cyrus Northrup, President of the University of Minnesota,  
Minneapolis.  
E. V. Robinson, Principal of the Central High School, St. Paul.

#### IOWA.

Wm. F. King, President of Cornell College, Mt. Vernon.  
H. H. Seerley, President of the State Normal School, Cedar  
Falls.

## PROCEEDINGS OF THE

## MISSOURI.

R. H. Jesse, President of the University of Missouri, Columbia.  
W. J. S. Bryan, Principal of the High School, St. Louis.

## NEBRASKA.

E. B. Andrews, President of the University of Nebraska, Lincoln.

## KANSAS.

Frank Strong, Chancellor of the University of Kansas, Lawrence.

## COLORADO.

J. H. Baker, President of the University of Colorado, Boulder.  
W. H. Smiley, Principal of High School No. 1, Denver.

## SECRETARY.

J. V. Denney, Professor in the Ohio State University, Columbus.

## TREASURER.

Jas. E. Armstrong, Principal of Englewood High School, Chicago.

## EXECUTIVE COMMITTEE.

The President, The Secretary, The Treasurer, and  
E. L. Harris, Principal of the Central High School, Cleveland, Ohio.

J. R. Kirk, President of the State Normal School, Kirksville, Missouri.

G. E. MacLean, President of the State University of Iowa, Iowa City.

F. N. Scott, Professor in the University of Michigan, Ann Arbor.

## REGISTRATION.

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ADAMS, H. C., University of Michigan, Ann Arbor.  
ALLIN, Arthur, University of Colorado, Boulder.  
AYERS, Howard, University of Cincinnati, Cincinnati, Ohio.  
BALLOU, C. G., Central High School, Toledo, Ohio.  
BARNES, C. W., Illinois College, Jacksonville.  
BEMAN, W. W., University of Michigan, Ann Arbor.  
BLACK, W. H., Missouri Valley College, Marshall, Mo.  
BLISS, F. L., Detroit University School, Detroit, Mich.  
BOURNE, H. E., Western Reserve University, Cleveland, Ohio.  
BOYD, D. R., University of Oklahoma, Norman.  
BOYD, W. W., Ohio State University, Columbus.  
BRIDGMAN, W. R., Lake Forest College, Lake Forest, Ill.  
BROWN, J. F., State University, Iowa City, Iowa.  
BRYAN, W. J. S., High School, St. Louis, Mo.  
BRYAN, W. L., Indiana University, Bloomington.  
CARMAN, G. N., Lewis Institute, Chicago, Ill.  
CARRUTH, W. H., University of Kansas, Lawrence.  
CHAPLIN, W. S., Washington University, St. Louis, Mo.  
CHURCH, H. V., Berwyn, Ill.  
COOK, Webster, East Side High School, Saginaw, Mich.  
DENNEY, J. V., Ohio State University, Columbus.  
DRAPER, A. S., University of Illinois, Urbana.  
EATON, E. D., Beloit College, Beloit, Wis.  
ELSON, W. H., Central High School, Grand Rapids, Mich.  
GRIFFITH, H. E., Knox College, Galesburg, Ill.  
GROVE, J. H., Ohio Wesleyan University, Delaware.  
HARPER, W. R., University of Chicago, Chicago, Ill.  
HARRIS, E. L., Central High School, Cleveland, Ohio.  
HARTWELL, S. O., Superintendent, Kalamazoo, Mich.  
HATFIELD, H. R., University of Chicago, Chicago, Ill.  
HIERONYMUS, R. E., Eureka College, Eureka, Ill.  
HETHERINGTON, C. W., University of Missouri, Columbia.  
HOLGATE, Thomas, Northwestern University, Evanston, Ill.  
HOLLISTER, H. A., University of Illinois, Urbana.  
HOPKINS, A. H., the John Crerar Library, Chicago, Ill.  
JACK, A. E., Lake Forest University, Lake Forest, Ill.  
JAMES, J. A., Northwestern University, Evanston, Ill.



- JAMES, E. J., Northwestern University, Evanston, Ill.  
JESSE, R. H., University of Missouri, Columbia.  
JONES, G. M., Oberlin College, Oberlin, Ohio.  
JORDAN, D. S., Leland Stanford University, Los Angeles, Cal.  
JUDSON, H. P., University of Chicago, Chicago, Ill.  
KEELER, Harry, Englewood High School, Chicago, Ill.  
KINLEY, David, University of Illinois, Urbana.  
KIRK, John R., State Normal School, Kirksville, Mo.  
LOCKE, G. H., University of Chicago, Chicago, Ill.  
MACCRACKEN, J. H., Westminster College, Fulton, Mo.  
MACLEAN, G. E., State University, Iowa City, Iowa.  
MEES, C. L., Rose Polytechnic Institute, Terre Haute, Ind.  
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Chicago, Ill.  
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ROBINSON, E. V., Central High School, St. Paul, Minn.  
SCOTT, F. N., University of Michigan, Ann Arbor.  
SNOW, M. S., Washington University, St. Louis, Mo.  
STAGG, A. A., University of Chicago, Chicago, Ill.  
THWING, C. F., Western Reserve University, Cleveland, Ohio.  
TRESSLER, A. W., University of Wisconsin, Madison.  
WALDO, C. A., Purdue University, Lafayette, Ind.  
WHITNEY, A. S., University of Michigan, Ann Arbor.  
WOODWARD, C. M., Washington University, St. Louis, Mo.  
WRIGHT, D. S., State Normal School, Cedar Falls, Iowa.  
WRIGHT, H. C., 1 Sixth Avenue, LaGrange, Ill.

APPENDIX TO THE PROCEEDINGS OF THE EIGHTH ANNUAL  
MEETING OF THE ASSOCIATION OF COLLEGES AND  
SECONDARY SCHOOLS OF THE NORTH CENTRAL STATES  
1903

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REPORT  
OF THE  
COMMISSION ON ACCREDITED  
SCHOOLS

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PUBLISHED BY THE ASSOCIATION  
1903



MINUTES OF THE MEETING OF THE COMMISSION ON ACCREDITED SCHOOLS OF THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS.

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The Commission met at 9:30 a. m., Thursday, April 2, 1903, at the Auditorium in Chicago, with Professor H. P. Judson, of the University of Chicago, in the chair. The members present were President Thwing, of Western Reserve University; Secretary Jones, of Oberlin College; Principal Harris, of the Cleveland Central High School; Professor Whitney, of the University of Michigan; Superintendent Hartwell, of Kalamazoo, Mich.; Principal Bliss, of the Detroit University School; Professor Griffith, of Knox College; Principal Armstrong, of the Englewood High School; Professor Tressler, of the University of Wisconsin; President Eaton, of Beloit College; President Jesse, of the University of Missouri; Professor Snow, of Washington University; Professor Allin, of the University of Colorado; Superintendent Nightingale, of Chicago; President Kirk, of the State Normal School of Missouri, and Director Carman, of Lewis Institute.

Chairman Whitney, of the Board of Inspection of the Commission, submitted blanks that had been prepared for the use of the Board, and gave an informal report of the work of the Board in the preparation of a list of high schools entitled to the accredited relationship. The report was informally discussed by the Commission.

Professor Moore, of the University of Chicago, submitted to the Commission a statement supplementary to the definition of the units in mathematics. This state-

ment called attention to the necessity of placing greater emphasis on applied mathematics, and the advantage to be derived from a closer co-ordination of the work in mathematics and physics.

The definition of the unit in biology as presented in the first report of the Commission was reconsidered, and it was agreed, after discussion, that a unit made up of half a year in botany and half a year in zoology is unsatisfactory, and it was voted by the Commission that this unit should be stricken out.

Committees of three each were recommended to submit tentative definitions of the units in mathematics, physics, botany, zoology, and physiography. In each case a chairman was appointed from the colleges, with the understanding that he was to select the other two members of the committee from the secondary schools. The chairmen were, first, for mathematics, Professor Moore, of the University of Chicago; second, for physics, Professor Crew, of Northwestern University; third, for botany, Professor Barnes, of the University of Chicago; fourth, for zoology, Professor Birge<sup>1</sup>, of the University of Wisconsin; and fifth, for physiography, Professor Salisbury, of the University of Chicago.

It was voted that the Commission should meet in the afternoon to consider the question of technical education in the colleges and secondary schools.

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<sup>1</sup>Professor Birge is unable to serve, and Chairman Judson has appointed Prof. Jacob E. Reighard, of the University of Michigan, in place of Professor Birge.

## AFTERNOON SESSION.

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The Commission met at 2:30 p. m., with President Jesse in the chair. Members of the Commission present were President Jesse, Professor Whitney, Professor Tressler, President Thwing, Principal Armstrong, Secretary Jones, Principal Harris, Superintendent Hartwell, Principal Bliss, Professor Denney, of the Ohio State University, Professor Allin, Professor Scott, of the University of Michigan, President Kirk, and Director Carman.

Before taking up the matter of technical education, the Commission voted that the Board of Inspection should prepare blanks for the use of schools entitled to the accredited relationship. While the certificate of recommendation as prepared by the Commission might serve the purpose of some colleges, it was felt that a certificate showing briefly how the graduation requirement had been met should be prepared for the use of schools that have been passed upon as entitled to the accredited relationship.

In order that the requirements for membership to the Association may conform to the requirements adopted by the Commission, it was voted that the following changes in the constitution should be submitted to the Association, to be acted upon at next year's meeting. The amendments proposed are, that in place of Sections 5 and 7 of Article III of the Constitution, the following be inserted: Section 5. No college or university shall be eligible to membership whose requirements for admission represent less than fifteen of the units defined in the report of the Commission on Accredited Schools." Section 7. "No secondary school shall be eligible to membership whose course of study embraces less than fifteen

of the units defined in the report of the Commission on Accredited Schools."

It was voted that a committee of five be appointed to take into consideration the advisability of extending the work of the Commission so as to include accredited colleges and to determine what should be the requirements for the bachelor's degree. The committee, appointed by President Jesse, is as follows: President Thwing, Principal Bliss, President Angell, President Northrup, and President Baker.

After a full discussion of technical education in the secondary schools and in colleges, it was voted that tentative definitions of at least one unit in each of the following subjects should be prepared: shop-work, drawing, commercial work, physical culture. Chairmen were appointed, with the understanding that they were to select two additional members in each case, as follows: shop-work and drawing, Director Carman; commercial work, President James<sup>1</sup>, of Northwestern University; physical culture, Mr. E. B. DeGroot, of the Lewis Institute.

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<sup>1</sup>President James is unable to serve, and Chairman Judson has appointed Dr. Henry R. Hatfield, of the University of Chicago, in place of President James.





Girls' Classical School, Indianapolis; Superintendent C. N. Kendall, of Indianapolis; Inspector H. A. Hollister, of the University of Illinois; Professor George E. Vincent, of the University of Chicago; Professor H. E. Griffith, of Knox College; Professor W. R. Bridgman, of Lake Forest College; Principal C. W. French, of the Hyde Park High School, Chicago; Principal J. E. Armstrong, of the Englewood High School, Chicago; Director G. N. Carman, of Lewis Institute; Professor Harry P. Judson, of the University of Chicago; Professor J. A. James, of Northwestern University; Superintendent A. F. Nightingale, of Chicago; Inspector A. W. Tressler, of the University of Wisconsin; Professor Edward A. Birge, of the University of Wisconsin; President Edward D. Eaton, of Beloit College; Inspector George B. Aiton, of Minnesota; President George E. MacLean, of the State University of Iowa; Inspector J. F. Brown, of the State University of Iowa; President Homer H. Seerley, of the State Normal School, Cedar Falls; President Richard H. Jesse, of the University of Missouri; Inspector W. N. Hoge, of Missouri; Professor Marshall S. Snow, of Washington University; Superintendent F. Louis Soldan, of St. Louis; President John R. Kirk, of the State Normal School, Kirksville, Mo.; Chancellor E. Benjamin Andrews, of the University of Nebraska; Professor Lawrence Fossler, of the University of Nebraska; Professor W. H. Carruth, of the University of Kansas; President James H. Baker, of the University of Colorado; Professor A. Allin, of the University of Colorado; Principal William H. Smiley, of the Denver High School.

The following members of the Commission were present: Professor Judson, President Kirk, Inspector Whitney, President MacLean, Principal Bliss, Secretary Jones, Principal Armstrong, Professor Carruth, Professor Snow, Professor James, Professor Griffith, Pro-

fessor Denney, Inspector Brown, Inspector Tressler, Principal Harris, Inspector Bowen, Professor Bridgman, Superintendent Nightingale, Director Carman.

Professor Judson was chosen chairman of the Commission, and Director Carman secretary.

The following were made members of the Board of Inspection, with the understanding that three should constitute a quorum: Inspectors Whitney, Brown, Tressler, Aiton, Boyd, and Hollister. Inspectors Whitney and Aiton were appointed for the term of one year; Inspectors Brown and Tressler for two years; Inspectors Boyd and Hollister for three years.

After an informal discussion of the work of the coming year, the Commission adjourned, to meet the day preceding the next meeting of the Association.

HARRY PRATT JUDSON,  
Chairman of the Commission.  
GEORGE N. CARMAN,  
Secretary.

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## REPORT OF THE COMMITTEE ON MATHEMATICS.

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[This statement of the mathematics requirement is designed not to replace, but to supplement the definition published in the Report for 1902.]

The colleges make no formal entrance requirement in arithmetic, but presuppose a thorough training in this subject—the four fundamental operations with whole numbers, decimal and common fractions, percentage and its simple applications—as antecedent to the formal study

of geometry and algebra. In connection with the latter subjects the facility in computation gained in arithmetic should be exercised and strengthened; these subjects, on the other hand, round out the work of arithmetic and make possible a more careful proof of its theory. The aspect of algebra as generalized arithmetic should be constantly kept in mind, and the theorems of arithmetic contained as special cases in those of algebra should be pointed out, exemplified, and applied in numerical cases. The examinations in algebra and geometry may always and should usually test incidentally the candidate's theoretical and practical knowledge of arithmetic. It is desirable that the work in arithmetic be closely related to the study of nature; here the book of W. S. Jackman, *Nature Study for Grammar Grades* (The Macmillan Company, 1898), will be found useful.

In integral connection with arithmetic geometric forms should be studied from the outset, their principal properties being learned by observation and experiment. Informal proofs of a deductive character may be gradually introduced, as the pupils feel, or may be led to feel, the need for such proofs.

Similarly, the advantages of the literal representation of numbers may be gradually made evident and utilized in the solution of problems, leading to simple equations, and in the compact and clear statement of results (formulæ). Initially the natural literal notations (for number of units of length, etc.) should be used exclusively.

Mathematics owes its genesis largely to the needs of measurement. As in the race, so in the individual, the generalizations, the abstract form should be developed late, though foreshadowed long. From the beginnings of arithmetic to the close of the secondary school, at least, the march should always be from the concrete to the abstract. The concrete is itself variable; what is abstract

at one stage is quite concrete at another. In the secondary school, many concrete starting points for mathematical work are to be found in the physical sciences; for algebra the specific numerical relations of arithmetic often furnish a concrete basis.

In the secondary school arithmetic, algebra, geometry, and trigonometry should be regarded and treated as different phases of one subject, mathematics, and not as different and mutually exclusive subjects. The geometric, the arithmetical, the algebraic, and the physical phases of mathematics should be presented from the beginning to the end of the secondary school course. To do this best and most freely would require some reshaping of curricula, which should come gradually. But the individual teacher can do much, pending this readjustment, by letting down the barriers, by using geometry in algebra, and algebra in geometry, by concrete physical, graphical, arithmetical work, by free use of whatever material or methods will help towards the main end.

The teacher's constant aim should be to train the pupil to *think*: to observe accurately; to describe accurately in language, in picture, in equation; to make inferences correctly; to act on his inferences; to formulate clearly what he has done. The pupil's attitude must be, in the main, that of an active worker, not that of a passive listener.

With the systematic restoration of the close relations between mathematics and the physical sciences, so long unnaturally severed in the instruction of the secondary school, it is well to consider the methods of instruction in the physical laboratory. Some of these methods, suitably modified, may be of value also in the instruction in mathematics.

It is desirable that teachers keep themselves informed concerning movements in progress for the improvement of the teaching of mathematical science. The reports of

the Committee of Fifteen on Elementary Schools, the Committee of Ten on Secondary Schools, and the Committee of Thirteen on College Entrance Requirements of the National Educational Association (Irwin Shepard, Winona, Minn., Secretary) have been published; they contain valuable sections on mathematics. The Teachers' Professional Library (The Macmillan Company) and the American Teachers' Series (Longmans, Green & Co.) contain volumes on the teaching of elementary mathematics, by D. E. Smith (1900) and J. W. A. Young (announced). References to the literature of the effective movement of reform in the pedagogy of elementary mathematics in England, initiated by John Perry, are given in the address of E. H. Moore (*Science*, Mar. 13, 1903). The Mathematics Section of the Central Association of Science, and Mathematics' Teachers (Charles H. Smith, Hyde Park High School, Chicago, President) and the *Mathematical Supplement of School Science* (School Science Press, Ravenswood, Chicago) are devoted to the interests of mathematics in the secondary schools.

ELIAKIM H. MOORE,  
Professor of Mathematics, University of Chicago,  
Chairman.

GEORGE M. CLAYBERG,  
Principal of Wm. McKinley High School, Chicago.

CLARENCE E. COMSTOCK,  
Assistant Professor of Mathematics, Bradley  
Polytechnic Institute, Peoria, Ill.

## REPORT OF THE COMMITTEE ON PHYSICS.

[This definition of the unit in Physics is offered as a substitute for the definition published in the Report for 1902.]

*To the North Central Association of Secondary Schools and Colleges:*

Your committee, appointed April 2d, 1903, to suggest a laboratory programme for a one year's course in physics in secondary schools begs leave to report as follows:

We submit three groups of experiments, practically all of which are described in the better grade of laboratory manuals.

The first group includes six experiments which we have called "Preliminary," and which it may be hoped will shortly find place in the mathematical, rather than the physical, programme, on the ground that experiments of this kind involve geometrical rather than physical ideas.

The second group, which we have called "Required," includes forty experiments for which the ordinary secondary school might reasonably be expected to be equipped. This group is intended to represent also the college entrance requirement where one unit of physics is offered.

The third group, which we have called "Optional," includes thirty-five experiments which the better grade of high schools will be able to combine with the "Required" list to form a year's programme. It is believed that this "optional" group will serve also as a list from which teachers may make selections to replace certain exercises in the "required" group for which they are not equipped or which they do not think suited to their work.

## PRELIMINARY GROUP. (SIX EXPERIMENTS.)

1. Use of metric rule; comparison of lengths.
2. Determination of  $\pi$  by measurement.
3. Balance and burette.
4. Verniered caliper.
5. Micrometer caliper.
6. Curve plotting.

## REQUIRED GROUP. (FORTY EXPERIMENTS.)

## MECHANICS.

7. Hooke's Law by Jolly's balance.
8. Hooke's Law by bending.
9. Hooke's Law by torsion.
10. Composition of parallel forces.
11. Levers.
12. Pulleys and forces at various angles.
13. Simple crane.
14. Pendulum—law of length.
15. Inclined plane.
16. Horizontal pendulum; variation of period and force.
17. Longitudinal vibrations in springs; variation of period with load.
18. Sliding friction.

## MECHANICS OF FLUIDS.

19. Boyle's Law.
20. Archimedes' Principle.
21. Specific gravity, substances less dense than water.
22. Specific gravity, substances more dense than water; Jolly balance.
23. Specific gravity of liquids by sinker; Jolly balance.

## SOUND.

- 24. Wave length by resonance.
- 25. Phenomena of interference.

## HEAT.

- 26. Change of volume with temperature: qualitative.
- 27. Fixed points of thermometer.
- 28. Coefficient of linear expansion—solids.
- 29. Coefficient of expansion of air under constant pressure.
- 30. Specific heat of solids; method of mixtures.
- 31. Latent heat of fusion of ice.

## MAGNETISM.

- 32-33. Fundamental phenomena of magnetism—two experiments.
- 34. Map of magnetic field—compass, iron filings, etc.

## ELECTROSTATICS.

- 35. Fundamental phenomena of electrostatics, electrification by friction, etc.

## ELECTRIC CURRENTS.

- 36. Study of simple Voltaic cell.
- 37. Action of current on magnetic needle.
- 38. Action of magnet on current—D'Arsonval galvanometer.
- 39. Battery grouping.
- 40. Verification of Ohm's Law.
- 41. A study of induced currents.
- 42. Comparison of E. M. F. in cells by Ohm's Law.

## LIGHT.

- 43. Fundamental phenomena in optics.
- 44. Plane mirrors.



- 45. Curved mirrors.
- 46. Study of a converging lens.

OPTIONAL GROUP. (THIRTY-FIVE EXPERIMENTS.)

MECHANICS.

- 47. To make a vernier caliper.
- 48. Barometer—verniered.
- 49. The chemical balance.
- 50. Specific gravity, bottle method.
- 51. The slide rule.
- 52. Three non-parallel forces.
- 53. Study of moments of force.
- 54. Influence of weight of arm on lever.
- 55. Study of the siphon.
- 56. Specific gravity by balancing of columns.
- 57. Open and closed manometers.
- 58. Qualitative experiment on surface tension.
- 59. Quantitative experiment on surface tension.

WAVES.

- 60. Waves in the surface of water—wave trough.
- 61-62. Waves in stretched strings.

SOUND.

- 63. Sonometer work.
- 64. Velocity of sound in solids—Kundt's tube.

HEAT.

- 65. Latent heat of vaporization of water.
- 66. Melting points of solids.
- 67. Temperature of mixtures, introductory.
- 68. Change of vapor pressure with temperature.
- 69. Change of boiling point with pressure.

## MAGNETISM.

70. Exploration of magnetic field with Jolly balance.

## ELECTRICITY.

71. Electrolysis.  
72. Effect of resistance on current in circuit.  
73. Slide wire bridge.  
74. Effect of temperature on resistance.  
75. Heating effect of an electric current.

## LIGHT.

76. Index of refraction—air to glass.  
77. Model of telescope and microscope.  
78. Measurement of angle and refractive index of prism.  
79. Magnifying power of telescope.  
80. Phenomena of interference—two slits.  
81. Fundamental phenomena in spectrum analysis.

In conclusion your committee hardly dares to close its report without an expression of its belief that the importance of teaching a pupil *how* to think rather than *what* to think is so great that the differences between various programmes become matters of insignificance.

At the same time, we recognize that the first step towards an effective equipment, as well as towards a good year's work, is a well selected and logically arranged list of exercises.

Respectfully submitted,

HENRY CREW,

Professor of Physics, Northwestern University,  
Chairman.

C. F. ADAMS,

High School, Detroit, Mich.

CHARLES H. SMITH,

Hyde Park High School, Chicago.

## REPORT OF THE COMMITTEE ON BOTANY.

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[This definition of the unit in Botany is offered as a substitute for the definition published in the Report for 1902.]

It is undesirable that the course in Botany should be given earlier than the second year (10th grade), but whenever given it is indispensable that the teacher should adapt the work carefully to the development of the pupils. Inasmuch as Botany is likely to be one of the first sciences studied it is of the utmost importance that the pupil should be guarded against hasty inferences and sweeping generalizations from insufficient data. No experiment should be conducted by him which is not checked by a control, and whenever possible the conditions should be such that only one variable factor marks the difference between the test and the control. Inasmuch as both the simple and the compound microscope must be used he should be shown how to use both to the best advantage. The simple microscope is much neglected. The compound microscope brings an entirely new set of experiences to the pupil and he needs to be taught how to interpret what he sees. When sections of larger objects are furnished him, the teacher should take care that he understands the position of the section with reference to the object from which it was cut. He should be taught by practice to interpret and combine sections so as to obtain a conception in three dimensions of structures seen in two. Drawing, and especially the making of clear diagrams, should be insisted upon, avoiding undue detail and repetition which consumes time but illustrates no new structure or form. Well-made diagrams, with details carefully drawn in certain parts, are much more

profitable than the most elaborate drawings without correct ideas behind them.

It is not contemplated that the student shall obtain a knowledge of Botany as a science, but that he shall know what plants are, how they work, and how they are related to the external world and to other living things. The objects to be kept in view should be: first, to impart to a student through his own observation and reading a conception of the extent and variety of the plant kingdom, relating the groups to one another by a thread of evolution; second, a conception of the ways in which plants "live and move and have their being," by exhibiting them as mechanisms with parts, each doing its own work, and all working together harmoniously because they are sensitive to changes in the surrounding world and because they have power to adapt themselves thereto; third, a conception of the social relations of plants to other plants and to animals, and of the way in which their distribution is determined by all the agents acting upon them. To the laboratory and field work there should be devoted not less than two, and preferably three, double periods per week. It should be accompanied by assigned readings in one or more modern texts, and quizzes, for which two or three single periods per week are needed. When only single periods are given to the course, it should be discretionary with colleges to accept such work as one-half unit.

The general aims and methods of botanical teaching are well set forth in Ganong's "Teaching Botanist," which is commended to the attention of teachers of botany. The teacher who is adequately prepared will be the best judge of the materials and the methods by which in his own school the foregoing objects can be attained. The following suggestions are made as an indication of the amount and character of the work desired. They disregard questions of order. It is especially desirable,

for instance, that physiological and ecological work be taken up in connection with the study of the anatomy of the organs with which they are most intimately associated, or with the organisms exhibiting certain relations best; *e. g.*, sterilization and the economic relations of fungi should be presented when the fungi are under examination.

The synoptical view of the great natural groups of plants should be based upon a study of the structure, reproduction, and adaptations of types from each group. Where living material is not available, preserved material may be used. The evolutionary history of the great groups should be presented as far as it is known. Evolutionary principles may also be illustrated in a study of floral development. The alternation of generations should be traced from its clear development in bryophytes and pteridophytes backward to the hints of it among the algae and forward to its almost complete disappearance among the angiosperms. In the pteridophytes attention should be devoted to heterospory and to the consequent development of the seed habit in gymnosperms and angiosperms.

In general the simplicity of the lowest plants requires only brief study, and progressively more should be given to the higher and more conspicuous forms, until in the angiosperms detailed study is made of the various organs, and their functions. The following types are suggested, but should be changed to suit local conditions:

ALGAE: *Pleurococcus*, *Nostoc*, *Spirogyra*, *Cladophora*, *Vaucheria*, *Fucus*, *Nemalion* or *Polysiphonia* or *Coleochaete*.

FUNGI: *Bacteria*, *Mucor*, *Yeast*, *Puccinia* or a powdery mildew, *Mushroom*.

LICHENS: *Physcia* or *Parmelia*.

BRYOPHYTES: (*Hepaticæ*) *Radula* or *Porella* or *Marchantia*; (*Musci*) *Mnium* or *Funaria* or *Polytrichum*.

PTERIDOPHYTES: *Aspidium* or equivalent, including the prothallus.

GYMNOSPERMS: *Pinus*.

**ANGIOSPERMS:** A monocotyledon and a dicotyledon. Examination of the structure and function of the following parts in any convenient species.

*The seed:* Three types (dicotyledon, one without and one with endosperm, and a monocotyledon); structure and homologous parts. Food supply, experimental determination of its nature. Phenomena of germination and growth of embryo into a seedling (including escape from the seed coats and development of parts).

*The shoot:* Gross anatomy of a foliage shoot, including the relationships of position of leaf, stem (and root), the arrangement of leaves and buds on the stem, and deviations (through light adjustment, etc.) from symmetry. Buds, and the mode of origin of new leaf and stem; winter buds in particular. Annual growth; shedding of bark and leaves.

*Specialized shoots,* including the flower. Comparative study of the parts and their functions in six or more different types, such as the ranunculaceous, cruciferous, leguminous, convolvulaceous, labrate, composite, liliaceous, and gramineous types. In connection with the study of the flower students should be shown how to discover the names of unknown plants by use of analytic keys and descriptive floras. In general they should be introduced to unknown plants by name.

*The root:* Gross anatomy and general structure of a typical root; position and origin of secondary roots; hair-zone; cap and growing point.

*Specialized roots* of various sorts.

*The fruit:* Comparative study of several types of fruit (dry capsule, legume, nut) and fleshy (pome, berry, drupe, etc.), especially with reference to changes from the flower, and from ovule to seeds.

In connection with the study of anatomy the following physiological topics should be presented:

*Rôle of water in the plant:* Absorption (osmosis), path of transfer, transpiration, turgidity and its mechanical value, plasmolysis.

*Phytosynthesis:* Dependence of starch formation upon chlorophyll, light and carbon dioxide; evolution of oxygen.

*Respiration:* Necessity of oxygen for growth, evolution of carbon dioxide.

*Digestion:* Action of diastase on starch and of lipase on fats.

*Irritability:* Geotropism, heliotropism, etc.; nature of stimulus and response.

*Growth:* Localization and rate in higher plants.

The following ecological topics should receive attention either in connection with the foregoing laboratory work or in special field excursions, for which students should be furnished as careful directions as for laboratory work.

*Adaptations of parts for special functions.*

*Dissemination.*

*Cross-pollination.*

*Light relations of green tissues; leaf mosaics.*

*Plant societies:* Mesophytes, hydrophytes, halophytes, xerophytes, climbers, epiphytes, parasites and saprophytes. Plant associations and zonal distribution.

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## REPORT OF THE COMMITTEE ON PHYSICAL GEOGRAPHY.

[This definition of the unit in physical geography is offered as a substitute for the definition published in the report for 1902.]

The following outline includes only the most essential facts and principles of physical geography, which must be studied in the class room and laboratory:

### THE EARTH AS A GLOBE.

*Shape of earth:* How proved; probable causes of.

*Size:* How measured.

*Rotation:* How proved; day and night; longitude and time; latitude.

*Revolution:* How proved; rate; path; direction.

*Seasons* and their causes.

*Magnetism:* Compass; variation in.

*Map projection* explained.

### THE LAND.

*Distribution.*

Graphic representation of topography.

*Changes in land areas and in land forms:* Effects of (1) elevation and depression, of (2) deposition of sediments, (3) of shore erosion.

*Plains:*

Plains distinguished from the plateaus and mountains.  
Kinds of plains: classification based on genesis, on topography, on fertility, etc.  
Development of plains of different forms.  
Distribution of the great plains of the earth.  
The coastal plain of the Atlantic and Gulf coasts.  
The plains of the eastern interior.  
The plains of the western interior.  
Effect of climate and rock structure on topography of plains.  
Alluvial plains: their formation and importance.  
Relation of life to different forms of plains.

*Plateaus:*

Relations to plains and to mountains.  
Stages in the history of a plateau: young plateaus, dissected plateaus, old plateaus, broken plateaus.  
Effect of climate, rock structure, etc., on topography of plateaus.  
Locations of the great plateaus.  
Life conditions on plateaus.

*Mountains:*

Classes: block mountains; folded mountains; domed mountains; massive mountains; mountains of circumdenudation.  
History of mountains.  
Effects of climate, rock structure, etc., on mountain topography.  
Life conditions in mountains.

*Volcanoes:*

Distribution.  
Phenomena of eruptions.  
History of a volcano.  
Influence of volcanoes on topography and life.

*Rivers:*

Life history of a river from birth to old age.  
The work of rivers.  
The topography of surfaces shaped by river erosion at different stages of valley development.  
Revived rivers.  
Drowned rivers and valleys.  
The great drainage basins of the United States.



*Lakes:*

The distribution of lakes, particularly in North America.  
The changes which they are undergoing.  
Their relations to rivers.  
Their effect on climate.  
Their relations to life in general.  
Salt lakes; their history.  
The origin of lake basins.

*Glaciers:*

The nature of glacier ice.  
The distribution of glaciers.  
The conditions necessary for glaciers.  
Types of glaciers.  
The work of glaciers.  
Glaciated areas compared and contrasted with areas which have not been affected by ice; especially the glaciated and non-glaciated areas of North America.

## THE ATMOSPHERE.

Composition and offices of atmosphere.  
Instruments used in study of atmosphere.

*Temperature:*

Source of atmospheric heat, and variations of atmospheric temperatures.  
Isothermal charts of world, and of the United States, especially the January, July and annual charts, with special study of (1) isotherms of northern and southern hemispheres, (2) location of heat equator, (3) cold pole, (4) crowded isotherms, etc.

*Pressure:*

Measurement of pressure.  
Determination of altitudes by atmospheric pressure.  
Relation to temperature  
Study of isobars on U. S. weather maps.  
Distribution of pressure in general, in mid-winter (January), and in mid-summer (July).  
Relation of pressure (isobars) and temperature (isotherms).

*Circulation of atmosphere:*

Winds; their causes; their classes; and their effects.

*Moisture:*

Sources.  
Conditions for precipitation.

Forms of precipitation; rain and snow; dew and frost; distribution of rain and snow; principles governing.  
Relation of precipitation to life.

*Storms:*

Cyclones of temperate and tropical latitudes.  
Paths and characters of storms of United States.  
Relation of storms to general weather conditions.  
Weather at different seasons; study and construction of weather maps.  
Relation of weather to climate.  
Relation of climate, weather, etc., to life and to human industries.

THE OCEAN.

Form, divisions and general characteristics of the oceans, and of ocean basins.  
Depth, density and temperature of ocean waters.  
Characteristics of ocean floor; topography, material, etc.  
The life of the oceans.

Movement of ocean waters:

Waves; cause and effect.  
Currents; causes and their proofs; important currents; effects of currents on climate, life, etc.  
Tides; character of motion; causes of tides; variation of tides, and their causes; bores; effect of tides on navigation, harbors, etc.

*Work of ocean:*

Erosion and deposition.  
Shore lines; the leading types, and their distribution.  
Influence of harbors and coast lines, now and in the past.

*Summary.*

The outline given can but enumerate the larger topics to be covered, and in a way suggest the point of view desired. Each topic should be treated so as to show its casual relations to other topics. So far as possible, the effects of earth features on life (especially human life) conditions should be emphasized.

Throughout the work an effort should be made to develop the student's ability to use the data presented. The acquisition of the facts presented in the text-books is in itself of relatively little value. The student should be taught to apply, out-of-doors and in the laboratory, the principles developed in the class room. When he can do this, and when he can utilize and combine the data presented in the

books in new ways and to new ends, one of the chief aims of the study will have been accomplished.

The candidate's preparation should include:

- a. The study of one of the leading secondary text-books in physical geography, for the sake of essential principles, and of well-selected facts illustrating those principles.
- b. Individual laboratory work should occupy from one-fourth to one-half of the time of the student in the class-room. Field trips should take the place of some of the laboratory work in autumn and spring. The results of laboratory work should be carefully recorded in writing, and in many cases should be made the basis of class-room discussion. Similarly the field work should be made the basis of written reports or of subsequent class-room discussion, or both. In general the laboratory and the field should be made to afford illustrations of as many principles and phenomena as possible.

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